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RESEARCH IN EDUCATION

By Dr. M. Z. Khan, M.Ed., Ph.D.
Dharwar

Introduction

THOUGH education and educational experiments are as old as mankind, Research in education is the product of the modern age. Search has always been there for nobler ideals and better means but it was neither regular nor rigorous and hence it cannot be termed Research. With the birth of the scientific outlook in every field of life in the past century, Research in Education is also brought into being and since then it has been developing quite speedily and extensively. In any progressive undertaking, Research is an essential activity. Research is necessary to find out better methods of recording the child's data, of interviewing, of collecting occupational information and other related material. There is a wide field for Research. In India, Research in general and Educational Research in particular, can be said to have begun with the Twentieth Century and then progressed only timidly. With the magnetic touch of the magnanimous personality of Mahatma Gandhi, the field of mass education was brought to a definite prominence and the setting up of a National Government claiming to hail from and care for the masses, was given a great impetus to Research in Education.

Research Movement Started in Different Fields

This Research in Education has come to develop many aspects corresponding to the various fields and problems of education. The curriculum has to be reconstructed, the text-books have to be rewritten. The aims of education have to be re-evaluated and the means and methods to be reshuffled and rearranged. Problems of finance and administration, training and supervision, testing and guiding, all have been claiming or rather clamouring for attention and priority.

Research Interest in India Sponsored by the Central Government

For the organisation of Research in all these and also other fields of education, the Central Government,—Ministry of Education—has established a special Institute of Research in Education at Delhi. Secondly, all the State have been encouraging the regional Universities and the State Departments of Education to sponsor and conduct Research on scientific lines and extensive scale. In the First Five-Year Plan, a large sum was earmarked for promotion of Research in Education and a special scheme was started. The future Five-Year Plans contemplate its continuation. The Seminar held in June 1956 at Ootacamand reported the work of thirteen units and recorded the work of eight units that were not represented and hence not reported.

Here is a summary of the report of the Seminar :—

Apart from this, different Universities have done a lot of Research work in Education among which the names of Allahabad University and Nagpur University are prominent. The Institute of Education at Bombay tried to give a consolidated view of Research in Education in all the States of India and has in its journal, given a list of topics of Research undertaken and completed at various places.

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TABLE I

No.	Units	Topics of Research	Duration
1	Balwant Rajaput College of Education, Agra	(a) A Vocabulary Test prepared and administered to six schools	Since August, 1956
		(b) Arithmetic Test prepared and administered to six schools	do.
2	Education Department, Allahabad University	Library Survey	Since March, 1954
3	University of Baroda ..	Standardization of Intelligence and Aptitude Tests	..
4	University of Calcutta ..	Objective Tests in History and Civics	..
5	Ramakrishna Mission, Vidyalaya Teachers' College, Coimbatore	Achievement Tests	..
6	Radhanath Training College, Cuttak ..	(a) Method of Teaching Science	..
		(b) Syllabus in English	
7	Central Institute of Education, Delhi ..	Curriculum in Basic Schools	..
8	University of Gouhati ..	Follow-up Study of Teachers under Training	Since March, 1954
9	Teachers' College, Mysore ..	Preparation of Hand-Book for Film Strips	Since February, 1955
10	University Training College, Nagpur ..	Predicative Tests of Scholastic Aptitudes	..
11	Tilak College of Education, Poona ..	Visual Education	..
12	Training College, Trivandrum ..	Achievement Tests	Since November, 1954
13	Vidyabhavan Teachers' College, Udaipur	(a) Causes of Indiscipline among students	..
		(b) Present Educational System and Democratic Order	Since July, 1954

Not Reported

No.	Units	Topics of Research
1	Teachers' College, Ahmedabad	(a) Wastage in Secondary Education
		(b) Methods of Teaching Mathematics
2	Karnatak University, Dharwar	Achievement Tests
3	Teachers' Training College, Bikaner	(a) Influence of Home on School Life
		(b) Moral Education in Secular State
4	Brijendra Training College, Faridkot	(a) Method of Teachiug Language
		(b) Vocabulary Chart
5	Central Training College, Jullunder	(a) Play-Centered Teaching Methods
		(b) Freedom in Schools
6	Osmania University, Hyderabad	Tests in Reading, Spelling and Arithmetic
7	Madras University	Intelligence Tests and Aptitude Tests
8	Teachers' Training College, Rewa	(a) Teaching Methods for Aboriginal Children
		(b) Curricula and Syllabi for History and Culture

Research in Social Education and Setting Up of a National Fundamental Education Centre

A survey of the report of the Ootacamand Seminar shows that the topic of Social Education has been unhappily omitted. The list published by the Institutes of Education in Bombay also shows that problems of Social Education have not been done proper justice to. In fact, our aim at present should be—and at times is openly professed to be—Mass Education. Hence more of our time, energy, effort and attention need to be directed there-to. Of course, the field has not been left entirely untouched though Research work in that direction is still in its infancy. Setting up of a national fundamental education centre to carry out Research in various fields of Social Education as contemplated by the Ministry of Education, Central Government, is a happy augury. Scattered and sporadic efforts done here and there in different States in the Indian Union reveal that much pioneering work has already been covered up. But all this, is an oasis in an otherwise unrelieved wilderness.

Facilities to be Provided to Research Workers for Encouragement in Research Studies

It may not be irrelevant here to mention in brief some difficulties experienced by research workers during the course of the work. First of all, Research and Experiment

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are not possible without substantial financial aid from the Government and Universities and other Public Institutes. It is necessary that the worker should be allowed to devote his full time for the work and not required to spend much of his time and energy to do some other job for his maintenance. Secondly, the public are still in darkness and they have not yet realised the full importance of Research. They do not take sufficient interest in the work conducted. It is regrettable that even educated persons are slow and at times dead slow in responding to questionnaires and letters. Thirdly, research done at present is scanty and scattered. It is, therefore, necessary to have a regular Research Unit to secure co-operation, continuity and co-ordination of work done and to be undertaken ; otherwise every new worker has to search in corners and files for reports and records of previous work. It is suggested that a Research Department should be opened at Regional and State levels. Research Bureaus should be attached to Training Colleges, Primary and Secondary—to conduct experiments and Research. Such schemes and programmes need to be sponsered by the States.

Critical Review

The provision of facilities for Research cannot be postponed. In almost every branch of Science and the Arts, in Philosophy, History, Geography, Public Health, Agriculture, Biology, Geology, Botany and in all the sciences applied to industry, not to particularise more closely, there is a wide untrodden field awaiting Research in India. The need is more felt in the New Mysore State for carrying out investigations for the evaluation of results with the object of guiding the development of future operations in the field of Social Education also, since research work in this field as in other fields is still in its infancy. It is, therefore, recommended that the Central and State Governments shall set apart some funds for assisting Research Projects in the field of Social Education including other important educational matters also. In this connection it may be suggested that Research Bureaus shall be attached to Training Colleges—Primary and Secondary—to train higher level personnel for the implementation of schemes of Social Education and produce model Social Education material and equipment. A similar move deserves encouragement in other fields also. A press release long issued by the Central Government, Ministry of Education, New Delhi, contemplating to set up a National Fundamental Education Centre to carry out Research in various fields of Education including Social Education is most welcome. Close co-operation among the Centre, the States, the Universities and other voluntary agencies in this respect needs emphasis.

Educationists are requested to send articles of interest and school reports for publication to

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WHAT IS A BASIC SCHOOL ?

By Shri P. K. Roy
Agartala, Tripura State

There have been postulated as many aims of Education as there have been Educators and perhaps a few more since the time of Aristotle and Plato. Philosophers and thinkers of different ages have viewed Education from different angularities. Complete as each one of them has been as far as it covered some particular aspect, they have nevertheless not been more successful than the six proverbial blind men of Hindusthan viewing an elephant.

This is no occasion permitting us to enter into details of the relative merits and demerits of each one of the aims of Education. With some amount of precision it can be said that the aim of Education is the wholesome development of personality which has been accepted, almost by all, in this age of democracy. As a personality develops in and through the society alone, the social aim of Education has been the crying need of the century.

To impress the social aim as enunciated above upon the young generations of the society, the school is to assume two clear or definite characteristics. "On the one hand it is natural as there should be no violent break between the conditions of life within and without it, no academic separation from the interest of the great world but at least an intellectual participation in them."

"On the other hand the school must be an artificial society in the sense that while it should reflect the outer world truly, it should only reflect what is best and most vital to them. A nation's schools are an organ of its life, whose special function is to consolidate its spiritual strength, to maintain its historic continuity, to secure its past achievements and to guarantee its future." (Nunn.)

This conception of the school is not of abrupt origin. Rather it is the outcome of gradual changes that took place in the society, to exist marches with the time and the school to be worthy of its name has to follow suit. The structure of the society is determined by the various forces among which political creed and economic structure are of paramount importance.

Primitive life, complex though it might have been in its own perspective, seems to have been comparatively simple than that of the present age. As such the function of the school was also of a simpler nature, *viz.*, only to impart the rudimentary knowledge of 3 R's along with some shreds of religious instructions. But as the ages rolled by, the society gradually assumed a very complicated nature and to keep conformity with these rapid and complicated changes of the society, the school, and epitome of the society has to shoulder a number of responsibilities of similar nature. From the general tenor of the foregoing discussions it is clear that the function of the school is to train the young generations to live a useful life in the present society and to equip them to keep pace with the changing trend of the society as well as to live fruitfully in future.

From this perspective, the specific characteristic features of the Basic School can be enumerated as follows :—

The twentieth century began with a vehement protest against the Book-centred Education and this brought activities into the stagnant sphere of the school. Dalton Plan, Project Method and others of this nature were propagated with a view to enabling the child to occupy the most prominent position in the process of Education and thus to avoid the monotony of the traditional class-teaching and to offer the child a scope to be an active participant in the learning situation. This gives the child a definite field at his disposal to find his own worth in the society where prior to this he found none. This threw open for him the gates of entering the society as a worthy member and saves him from unnecessary frustration.

With this end in view, introduction of activities in schools is welcomed in almost all the parts of the globe.

Now a point of clarification about the nature of activities may not be out of place here.

As a result of the tremendous hue and cry raised against the extreme verbalism some activities were hurried into school curri-

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culum. These held their own independently as any other academic subject. This haphazard introduction, however, failed to yield the much hoped-for goal, because it cared little to explore the activities inherent in the lesson and to utilise them for the concretisation of the knowledge content ingrained therein facilitating the learning of the children thereby.

This led to serious thinking. It was found of primary importance to introduce activities not for the sake of activities alone but to relate them closely with the knowledge contents exploring thereby their educational potentialities for the easy understanding of the children.

There is another side of the picture also which deserves mention here. The Book-centred Education was lop-sided but when the pendulum swung back to the other extreme, it did not improve the situation inasmuch as the Education remained unbalanced again with the emphasis now on the activities, mostly at the cost of the intellectual development, one of the most important aspects of the child.

In the Basic Schools, therefore an earnest attempt is made to restore equilibrium between the theory and the practice, indispensable for the harmonious development of the child.

Now let us take up the question of craft. It does not come within the purview to enter into an elaborate discussion at to the introduction of crafts in the Basic Schools, and the cardial principles that generally grown the selection of a craft with a special reference to the social and economic background of a particular area in which the school is situated.

In the year 1937 when India was under allien rule the craft was introduced into the schools because Gandhiji and the other exponents in the field of Education clearly envisaged the extremely diplorable economic condition of India. The nation was confronted with a number of problems among which attainment of political freedom, economic amelioration and eradication of various social evils needed topmost attention.

The thinkers visualised the crying need of introducing free and compulsory education for all the children of school-going age in order to expedite the attainment of political freedom and social upliftment but a huge financial implication stood in the way. The foreign government could not and did not feel inclined to spend such a huge amount to spread and promote Education in India that can be national in content, national in extent and national in administration.

To make it free from the clutches of the foreign rulers and to find out a happy solution for these economic problems, self-sufficiency through productivity of the crafts was stressed upon. When economic stringency engulfed the whole situation, it is quite natural that the parents will feel inclined to send their children to graze the cattle or to help them in the fields instead of sending them to schools, which does not bring any immediate return and as such it cannot be alluring to them. The introduction of crafts removed that reluctant attitude of the parents when productivity was brought to the forefront. On the other hand, from the psychological point of view also, the child found a satisfaction in not only being able to produce something but also something, the worth of which is certified by the acceptance in exchange of real money. The thrill of first earning through his own mastery over a craft gives him an impetus almost unparalleled in the child's little lifetime.

The significance of learning by doing while earning is recognised in this fashion. That is why introduction of crafts along with other activities and projects is indisputable in the curriculum of a Basic School. But in the present context of the political set-up of the country dogmatic adherence to the crafts is likely to jeopardise the very purpose of Education. And hence with all apology and humility to the initiators of the new system of Education it may be said that a slight deviation or a mild modification in regard to teaching of crafts may be of some avail. And to make the teaching effective the technique of correlation occupies a very significant position in the classroom situation.

Our mind stores every experience, knowledge, information or ideas we come across. These do not go into the cold storage. They can be and are actually recalled when necessary and are constantly modified in the light of new experiences. This suggests a systematic process of accumulating and recalling them, which enables us to adjust and adopt ourselves to the changing life situations. Correlation may be defined as an external

(*Continued on page* 69)

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THE EDUCATIONAL SYSTEM OF ENGLAND AND WALES

By Shri. Shamsuddin, M.A., B.T., M.Ed.
Raipur, M.P.

LIKE Russian Education, English Education is not a result of any revolution. Natural and historical circumstances have helped its growth. It has changed according to social, political or religious necessity, so the policy of education has been a result of needs or pressure. No changes have been introduced with preplanning. Britishers show great zeal in action when they are in difficulty because they are conservative and have no faith in revolution. The British system of education has been moulded by three agencies:

1. The Church,
2. The Rigid Class System, and
3. Industrialization.

The Church

The conflict between the Church and the State had been going on throughout Europe. The church was an important agency of education and education had to be denominational in character, while the State emphàsised that it had to be secular in status.

The Class System

Traditionally England had two classes; the poor and the rich. So the upper classes had better facilities for ample and intensive education but the common people were put down for a very long time and they had to suffer for their children.

Industrializing

The idea of mass education for the children of workers came in because as the result of industrialization people moved from villages to the cities. This was opposed by the ruling upper classes as well as by industrialists because they thought the education of masses would endanger their position but labour associations in the country and the transfer of power from aristocratic class to the labour class changed it and now by the Act of 1944 it is the right of the English child to have free education up to the age of 16 years irrespective of any barrier. Thus English education has grown by a series of accidents: by modifications, by adjustments but was not based on any planning but was introduced as time demanded.

Today England regards herself as 'Home of Democracy'. Therefore, the State had to accept that she educated all electorates and she could not neglect education of the masses and hence had to shoulder the responsibility of educating the masses. So the problem arose, 'Who is to educate people?' Some regarded it the responsibility of State; and some thought it was that of the Church or Society, etc.

As compromise was reached that State should make provision for those who cannot afford for education, we find in England a variety of Educational Institutions. Some are run by the State, some by the Church and some by the private enterprise. There is a dual system of education in England, As a result of this upper classes had better facilities for education while the labour classes did not have adequate facilities for their children. Up to 1914 only 5% poor children could get higher education.

Recently Central Schools have gained prominence. Several changes have been made in the curricula of these schools. In the year 1945, 50 lacs of pupils attended these schools.

Schools run by the Government are known as 'Provided' or 'Council' schools. Schools run by private agencies are known as 'Non-provided' or 'Voluntary' schools which are generally run by the Church. They only supply the building and light. This is the public system of education. All the schools are meant for common people.

Grammar Schools are comparable to High Schools in India. These are very old. They teach Latin as compulsory language. After completion of courses in Grammar Schools pupils go to Universities for various courses. They charge heavy fees. Some Grammar Schools receive grants from the Government. They are also known as 'Provided' schools. Some Grammar Schools directly receive grants from Central authority; therefore they are known as direct Central schools.

Schools for Aristocrafts

A public school is one which is a private educational institution of residential type for the children of the rich. The total number is about 200. Some of these are very old. All the schools have wide provision for extracurricular activities. The fees are exhorbitant. They charge from £ 200 to 250 per year. All public schools have established their own traditions. Names for admission are often registered at birth. From the Act of 1944 they are open for inspection. They

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reserve 25% admission for labour classes and fees are paid by the Government.

Brief History of the Development of British Education

In the 17th century there were Charity Schools founded by religious bodies for the children of the poor. No fees were charged and instruction imparted was poor. Separate schools were run by separate agencies for the rich. Sunday Schools were started by the Church. Afterwards these developed into full schools and most of them changed into Grammar Schools. In the year 1933 the British Parliament for the first time made an educational grant to church schools. In 1839 a committee was appointed to see how the grant was administered and to inspect the schools in receipt of grants. Thus in 1839 Central Authority in Education was constituted. In 1870 in different parts of England, School Boards were created to open schools and to levy educational taxes and enforce compulsion. From 1870 there were two types of schools :

1. Schools run by Private Bodies.
2. Schools established by Boards.

In 1876 the first Act of Compulsory Primary Education was passed and compulsion was enforced from 5 to 10 years. Later on it was raised to 11 and then to 12 with an option that the child could leave at 11 if after that he took part-time education. Then in 1891 Primary Education was made free to those who could not pay fees. In 1899 the Board of Education was established because the original small committee appointed in 1839 was not able to function. The President of the Board of Education was a member of the Cabinet. The Board had a Consultative Committee to look into problem sent to it by the Board of Education. This Consultative Committee had purely advisory powers. Even this Board of Education was only in name. It was replaced by the Ministry of Education, by the Education Act of 1944. All the work was done by the President assisted by the Parlimentary Secretary. The work was negative. It never recognised, inspected institutions. It did not give any financial aid to Universities. It never prescribed curricula. The Board only gave aid to Local Educational Authorities and issued circulars to Local Educational Authorities and Schools. So School Boards created in 1870 were abolished and their activities were transferred to Local Educational Authorities. These L. E. A. s. conduct actual education in England. These are local bodies like our Municipalities or Janpads. They have their Education Committees. It has its council which appoints an Educational Committee which controls education in that area.

In 1918 H.H.L. Fisher was appointed President of the Board of Education. He wanted to reform the whole system of education and was responsible for the Education Act of 1918. He wanted to raise the limit of free and compulsory education up to 14 years and in due course of time to 16 years. He wanted to provide continuity schools up to 18. He wanted to introduce free medical examination and treatment in schools. He wanted to bring all the schools under Government control. So in the Act of 1918 all his proposals, except the age of compulsion, were passed, i.e., 14 was partially accepted, i.e., it was passed that at the age of 12, parents can withdraw their children from schools if they are usefully employed and take part-time education.

In the retrenchment following I World War, Education as usual had to suffer and there was nothing special. In 1924 Labour Party came into power for brief period and there was a demand for Secondary Education because there was no satisfactory provision for the bulk of adolescents after the age of 12 or 14 which is regarded as the most critical period in the life of an individual. This problem was entrusted to the Consultative Committee of the Board of Education of which W. H. Hadow was 1926 which is important for the education of the adolescents. This advocater that majority of children do not go forward for higher education. So such children should be given practical education in selected Central Schools. It was also recommended that age 5-11 schools should be termed as Primary and after 11, it should be Secondary Schools. After this many schools were started.

Act of 1936 was passed and the limit of compulsory education was raised to 15 and exemptions were granted to pupils who entered beneficial employments and progressed to take part-time education. It also provided that more Secondary Schools were to be started to cope up with the increased demands of education. Part-time education should be imparted to children from 15 to 18. So it was an attempt of the Act to impart education to all the children

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up to the age of 18. Act of 1936 was to come into force from 1st September 1939 but the very day II World War started and it could not be implemented. It indirectly helped the progress of education in the country. Several important committees were appointed on different problems of education, *e.g.*, Spens Committee, Norwood Committee, Fleming Committee and McNair Committee.

The Spens Committee

This Committee was to report on organisation and interrelation of all the schools which provide education beyond the age 11. The Committee proposed that after 11, in all the Post-Primary Schools there should be a common broad way curriculum up to the age of 14 to enable the pupils to select courses suited to their capacities and aptitudes. The common nature of courses would enable pupils of different abilities and objectives to have suitable courses and that would also ease the inter-transfer of pupils from one type of schools to another. The Committee further proposed that after 11, there should be two types of Secondary Schools, *i.e.*, Academic and Technical. Technical Schools should impart instruction preparatory to practical vocational training. In these schools only preparation is to be made for technical education. The real technical education should come at the end of the stage, *i.e.*, after 16.

Norwood Committee

This Committee was to consider changes in Secondary Schools' Curriculum and the problems of school examination. They suggested that school certificate examination should be entirely internal. It should be conducted by the teachers of the schools and papers should be set by the teachers. They repeated the courses of the Spens Report for 2 years after 11 and real differentiation should be made at 13, to facilitate migration of the pupils.

Fleming Committee

It was to decide the relation between the State and the English Public Schools. It recommended that opportunities of education in Public Schools should be made available to pupils capable of getting profit out of them irrespective of the economic barrier. They also decided that all public schools should keep a few places free for the children coming from State Primary Schools. The number of such places should not be less than 25% of the annual admission of the schools. Local Educational Authorities would be responsible for the fees of these children. They further said that the Minister of Education should have the right to inspect the Public Schools and he may discontinue a school if it is not being run efficiently.

McNair Committee

It was to consider and report on the problem of training and salary of teachers. They recommended that:

1. Secondary Education should be encouraged to have more number of teachers.
2. Women after marriage should not be prevented from joining the profession.
3. Teachers should be given better scales of pay, *i.e.*,

	Men	Women
For Trained Teachers	£ 300 to 525	£ 270 to 420 per year.
For Untrained Teachers	£ 180 to 300	£ 162 to 270 per year.

4. Training Colleges should be made a part of University.
5. These should be a basic scale of pay for teachers irrespective of qualification but extra emoluments should be paid for extra qualifications.
6. None below 18 should be admitted to Training Colleges.

On the basis of recommendations of these various reports a bill was prepared and it became Law on 3rd August 1944, popularly known as *Education Act of 1944* which is frequently referred as the *Butler Act* because Mr. Butler was the then President, It is divided into five parts:

Part I deals with the administration and relation of different agencies of education. Part II deals with Public and Aided schools. Part III is concerned with private schools. Parts IV and V consider miscellaneous provisions to bring the Act into operation.

The Act of 1944 has tried to overhaul the entire system of English Education. It has tried to equalise the opportunities of education to all between the classes and the masses. It has greatly simplified the structure of English Education without sacrificing the variety and freedom which have been the tradition of English Education. The Board of Education is replaced by the Ministry of Education which is the Central Authority in Education. The old pattern was ......

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Board President and the Consultative Committee; but now there is Ministry of Education assisted by two Advisory Councils for England and Wales. The Consultative Committee was only to report but the Advisory Committee could take initiative also.

By the act of 1944, Local Educational Authorities were consolidated into workable units. Formerly there numbers were 315 but now it is 146—62 counties, 83 county Boroughs and 1 Joint Board. This reduction in number was affected to make administratively and financially efficient and convenient workable units. The Minister has been given effective power over the whole field of public. Education except for the Universities which remain autonomous and receive grants direct from the Treasury. Act of 44 has abolished the overlapping categories of education and replaced them by a unified and articulated system in 3 stages Primary, Secondary and further education.

Previously the Local Education Authorities were responsible for Elementary Education only. But now they provide all the 3 stages of education. Every Local Education Authority has to make a comprehensive survey of its area and submit to the Minister the existing provision and prospective needs in the form of a development plan. That plan is approved by the Minister and then the Minister makes an order to the Local Education Authority specifying steps and time for completion of the plan. Formerly it was the duty of the parent to cause his child receive Elementary Education. Now his duty is to that his child receives full-time education from 5 to 15 suitable to his age, taste and aptitude.

All Local Education Authorities provide all Elementary and Secondary Education free from 5 to 15. In addition to these Local Education Authorities have to make arrangements for Nursery Education. The aim is to improve health and happiness of children of the age group of 2 to 5 and to cultivate their early interests through songs, stories, and games. In county colleges they make arrangements for further education. They are meant for pupils under 18 not receiving full-time education in regular schools. These County colleges also impart full-time and part-time education for persons over compulsory school age. They impart training in cultural, occupational, recreational, technical and commercial activities. Physical education and better school services is also the duty of Local Education Authorities. School services include school books, milk, mid-day meals, medical aid, stationary and other facilities. L.E.A.s have to provide education for the handicapped. The Ministry of Education is not responsible for reformatory schools as those come under Home Ministry. Education in Army, Navy and Air Force is the responsibility of the Defence Ministry. Agriculture comes under the Education Ministry only.

As regards expenditure on education, it is shared by the Centre and Local Education Authorities 50% each. Now the Central authority gives additional grants to poorer areas, voluntary, technical and adult education institutions and youth organisations.

Religious Education is paid great importance by the British. Before 1944 it was not compulsory but the Act provides that all work in schools should begin with worship. The syllabus for it is prepared by L.E.A. in consultation with Religious Authorities. In State Schools religious instruction without denomination is imparted. In private schools they can have denomination. A parent can withdraw his child from that period if he does not want. Except Universities every field is affected by the Act.

Problems Created By the Act

1. First is age of compulsion. At present the limit is 15 and all Secondary Schools begin at 11 and, they last up to 17 so there is difference of 2 years. So the problem is how to keep students in schools after 15. If child leaves at 15, he cannot have adequated education and all money is wasted.
2. All Secondary Schools or Public Schools are free while all private Secondary Schools charge fees. This anomalous position perpetuates class system which still continues.
3. The act suggests that all children should receive education up to 18 though the limit is 15. This provision has been rejected both by parents and employers.
4. The Act is made secondary education free. This includes even books and equipment. So heavy burden is on the Government.
5. The Act provides that all private schools thus be registered and inspected. They were never under the control of trouble because schools demand grants. So again there is an additional burden on the Government.

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University Education

All Universities are incorporated by the Acts of the Parliament. The earliest Universities are 'Oxford' and 'Cambridge' established in the 13th century. At present there are 15 Universities in England and Wales. In the 19th century London and Durham Universities were established. There was industrialisation at the close of the 19th century and some new Universities were established. The following are the important features of the British Universities :—

There are Universities of both the types, *i.e.*, Residential and Non-Residential. All Universities are teaching Universities. Women students have access in almost all the Universities. Ministry of Education has no jurisdiction over Universities and its relations with Universities are concerned mainly with training of teachers, award of State scholarships which are received by nearly 50% of students, and provision for adult education. Freedom is enjoyed by all Universities. All Universities have their Entrance Examination. Most of them recognise Higher Secondary Examination. Universities receive grants from Central Authorities through University Grants Commission. This Commission belongs to a Central Treasury and not to the Education Ministry. Some Universities receive grants from Local Education Authorities. All Universities maintain a very high standard of instruction and examination. Universities also accept unconditional donations. All Universities charge very high fees. Usual rates are as follows :—

£ 75 to 90 per year for Arts Courses.
£ 100 to 180 per year for Science Courses.

Rates are nearly double in Oxford and Cambridge. Nearly 50% of the students receive State Scholarships which are awarded on the results of High School Certificate Examination.

Text-Books are not much used in England as those are in U.S.A. L.E.A. prepares suggestive lists and each school is free to choose from the lists given. In schools Text-Books are supplied free. There are good libraries in schools. As regards curriculum, Head of the school is free to chalk out his own curriculum but uniformity is maintained by common Public Examinations.

As regards examinations, England was also examination ridden. There were two examinations, *i.e.*, School Certificate Examination which used to be at 16 and High School Certificate Examination at 18. There were in all 8 Boards which used to hold the examinations but the Ministry of Education *vide* Circular No. 168 dated 23-4-1943 discontinued the then existing School Certificate and Higher School Certificate Examinations since 1951 and School Records were given the place of examinations.

Training of Teachers

Teachers are not Government employees. They are servants of Local Education Authorities or Private Governing Bodies. Heads of the Institutions hold reputed posts and enjoy freedom. Teachers are also free so far as syllabus and methods of teaching are concerned. Her Majesty's Inspectors give suggestions and guidance to teacher but it is not binding on them. Ministry of Education also publishes from time to time Reports dealing with various aspects of Education in the form of hand-books. There is inadequacy of teachers. So progress of compulsory education is handicapped. Formerly there were two types of Training Institutions: Training Colleges for preparing Elementary School Teachers and Universities and Governments Education Departments' Training Colleges for Secondary Teachers. First type was run by Local Education Authorities and had two years' course and the condition for admission was passing of the High School Examination. While University Department has one year's training after graduation. Some Training Colleges are run by the Voluntary Agencies too and receive grants from Central Authority. In some training colleges there are special courses for preparing specialists teachers, *viz.*, Physical Education and Drawing, etc. They had in addition Post-War Emergency Colleges where they had one year's training course and after training the teachers used to be appointed on probation for two years and the period used to be treated as supervised study period. These were run by Central Education Authority and added by the Centre. Students were recruited from services. Women were also recruited from war services.

In addition there are also short courses organised by Universities and Local Educa-

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tion Authorities. Teachers are prepared for different types of schools including Technical and Commercial. Marriage is no bar for employment to women. Salary for men is £ 300 to 525 while women get from £ 270 to 420. Head Masters are paid from £ 570 to 750 while the Head Mistresses get from £ 460 to 620. Retirement is at the age of 60 but extension is also given up to 65.

Adult Education

It is not a problem in England for Literacy is 100%. So a start in Adult education was organised by Religious societies in the form of charity schools. This was first opposed by the Industrialists for they feared if workers receive education, they may not be amenable and would cause trouble and demand more economic rights and higher wages. Due to progress in science better skilled workers were needed. Later on it was supported by the industrialists because it meant higher production. So at the close of the 19th century, several institutions were to impart education to workers in their leisure. This was taken up by Universities also in the form of University Extension Movement.

Universities started the adult education centres in rural areas for imparting knowledge to people in different subjects. Expenditure a University Extension Movement was borne by people in shape of fees. These centres later on developed into Universities. Tremendous work in this field was done by "Workers' Educational Association". Originator of these Associations was Albert Malsbridge. The lectures were meant for those who could pay. So he thought of bringing all workers together and started such Associations. These Workers' Educational Associations started evening classes and Government paid liberal grants to these evening classes. By the Act of 1944 these associations have been merged into L.E.A.s and the evening schools are run by L.E.A.s.

One more Agency was the Federation of Women's Institutes. This Federation makes provision for teaching domestic arts and other subjects to women in their leisure. Besides all thest there are several voluntary organisations running part-time classes for various subjects. There are also several charity trusts, *viz*., Y.M.C.A., Y.W.C.A. and the Workers Colleges, etc. By the Act of 1944 it has been the responsibility of L.E.A. to provide for further education from 15 to 18 for which L.E.A.s have started country colleges. These offer part-time and full-time courses. By the Act it is obligatory to attend these colleges for one day per week or 44 days (full) in a year. In these colleges recreational, vocational and industrial courses are taught. Relevant Rules are framed by the Government for providing facilities to workers by their employees to attend these colleges.

Activities of the Inspectors

They inspect, assess and report on the efficiency of schools and offer guidance and help to teachers both individually and in groups. They serve as local representatives of the Ministry in different areas on administrative matters because there are separate Inspectors for separate areas. They keep the Department informed about the Educational activities of their area. They give guidance to L.E.A. and also keep themselves in touch with educational activities in different areas. They advise the Ministry of the local knowledge. They advise the Local Education Authorities because they are in the know of general policy, schemes, plans and proposals of the Ministry. They also establish contact with industrial and commercial concerns and professional associations and bodies conducting technical and commercial examinations. They are expert advisers on matters of educational theory and practice because they have practical knowledge of teaching and schools.

Technical Education

Development of technical education was rather late in England. Up to 1889 no public provision was made for Technical Education. In that very year the Technical Education Act was passed and that Act gave power to L.E.A. to provide or assist Technical Education so as a result in the beginning of the 20th century several technical institutions were started by L.E.A.s: in the form of technical, commercial and vocational institutes. Some industrialists have also started their own technical schools. The volume full-time work is small and Technical Education is imparted in the form of part-time class and the system is known as Sand-witch system in which periods of attendance in technical schools alternate with corresponding period of employment.

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THE NEW ORIENTATION IN EDUCATION

By Shri K. S. Venkatasubban, B.A., L.T.

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In these days of educational reform and the setting up of new patterns of education all over the country, it would be worthwhile to consider the main changes that are being proposed in the aim as well as the structure of education prevailing in our country. These changes affect not only the syllabuses of courses of studies but also the manner of teaching the several subjects, the way of dealing with the pupils and the method of conducting the so-called extra curricular activities in schools. Hence we will do well to recall the main changes affecting the contents as well as the mode of education of our pupils.

Teacher Then and Now

The first thing that strikes any casual observer is the remarkable change in the mind and quality of teachers encouraged in the work of teaching. I am not one of those who believe that the teachers of olden days were supremely intelligent and that they did their work without any blemish, but this much can be said of them that they loved their pupils and their profession far more than the teachers of the present day. By this I do not mean any disrespect to the teachers of the present generation, many of whom are skilled artists and yield to none in their enthusiasm or ability. All that I imply is that there is a general fall as regards then love and respect for children who are to be brought up as future citizens of the country.

Pupils then and now

This brings us to the second question, *viz.*, the quality of the students, we have to deal with. I am sure many of the readers will agree that the present-day students are wanting in qualities such as obedience, reverence for elders, capacity for hard work and system.

The causes for this are very many. Perhaps the conditions under which we live and the numerous demands made upon the students make them less inclined to take to school work seriously. However, there is much truth in the saying that the present-day youth is better informed and has a large variety of interest than his predecessors of a decade or two ago,

Relation between Teachers and Pupils

This again is a complicated matter, depending as it does on a number of factors. Those of us that have lived through the recent events know how the relationship between the teacher and the taught has changed from one of authoritarianism to one of equality and friendship. A time there was when pupils were afraid of their masters and would not come out in their presence lest they should be punished. This was perhaps due to the old ideas of discipline prevailing then. But now happily things have changed for the better and very few teachers expect that sort of behaviour on the part of the pupils. All right-minded teachers regard the pupils as their wards and consider it their duty to guide their studies as well as their conduct both in the school and outside. They cater not only to their physical wants, but also to their intellectual and moral wants, to say nothing of the social wants which of late are gaining in prominence. All these increase the responsibilities of the teaching profession a hundred-fold.

Contents of Education

Now it will not be out of place if we consider what changes have been brought about in the content of education, *i.e.*, in the subjects studied by the pupils at school. Till very recently our studies consisted of a number of subjects much as language, Arithmetic, History, Geography, Elementary Science and so on. The teaching of these subjects was mostly theoretical, little attention being paid to practical applications. This was the case in general; but schools were not wanting in which gifted teachers brought to bear great enthusiasm on their work and invested it with much attraction by pointing out the applications of what was being learnt at school to the daily life of the pupils. But now things have considerably changed. We are no longer satisfied with mere academic knowledge; we want our pupils to 'know' as well as 'do' things and see their possibilities as well. All this is the result of a new movement in education which can be

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traced back to nearly half a century and which has gone by different names much as Activity method, Project method and Basic Education. All these methods lay stress on 'doing' as distinguished from 'knowing', *i.e.*, learning from books or through a teacher. This marks a new milestone in the progress of education which all educationists will do well to note.

Change of Methods

The most notable feature of modern education is the emphasis is lays on 'doing' instead of on mere learning in the usual way. As we are all painfully aware, much of olden day instruction consisted in lectures given by the teacher or learning by rote of the pupils without giving an opportunity to the latter to have direct experience or at least to test what they learnt at school. All these have undergone a change and nowadays schools are making ample provision for the exercise of the pupils' activity with the result that pupils are learning by experience not only in the school-room but also in places such as the school garden, the school laboratory, the school workshop and the school library not to say anything of school excursions which have become a regular feature of many schools. Thus the schools are no longer mere places of instruction where pupils implicitly learn what is taught by the teachers but they are places of experimentation or learning by doing. There is plenty of scope for observation, carrying out of experiments and verification of results which were unheard of in olden days. In other words, the present-day schools are looked upon as workshops or laboratories wherein the pupils are the experimenters and the teachers are but the guides and advisers leading them up to a desired goal. How very different is this from the conception of the school as a 'knowledge shop' and the teacher as a vendor of information!

Socialistic Aim

Lastly we come to the most important of all the changes namely the realisation of the socialistic aim or preparing the pupils for a new kind of society or State which has the welfare of all as its goal. We all know that we have to create a socialistic state in which the rights of all the individuals will be respected and every one will have equal opportunities for growth. Now this is a very ambitious aim and we as teachers must share the responsibility for ushering in such a state by adopting suitable means for the upbringing of our children. This means that every one of us must understand the implications of socialistic pattern of society and a Welfare State and see that suitable opportunities are afforded to the pupils, while they are at school, so as to enable them to become good citizens in the future. Learning by doing, experimentation, trying to discover things for themselves, a sprit of enquiry, a thirst for knowledge—these are but a few of the things which every school has to cultivate among its pupils. The subjects taught the method of teaching and the relation between the teacher and the pupils—all will have to be modified in order to achieve the above object. Let us hope that this will not be too much for our teachers.

LETTERS TO THE EDITOR

It has been found that departments other than the Department of Public Instructions have separate promotional grades of pay for all officials. Teachers with the same qualification have been deprived of this benefit. In this department clerks with S.S.L.C. qualification are given the grade Rs. 50-3-80-4-120 and they have further the opportunity of getting promotion to the 1st Division (Rs. 75-180) allotted for the graduates, but teachers have no such opportunities at all.

Whereas the II Division Clerks have to pass the Departmental tests and examination, teachers are required to undergo a training course to qualify them as teachers. Yet teachers are given a maximum of Rs. 100, which is less than that given to the clerks of the II Division, Rs. 120. This disparity has to be removed, the teachers provided with the similar status and opportunities.

The Head Masters, whose work is onerous and multiple, should be given a charge-allowance of at least Rs. 20 with immediate effect.

Mahadevapura. B. Subbaraju,

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LOCAL CONTROL OF EDUCATION

By Shri G. Shivarudrappa, B.A., M.Ed.
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ONE of the major problems confronting us to-day is to decide whether and to what extent the control and direction of Public Education is a state or local responsibility.

Our constitution is democratic. This democracy must be broad-based in order that dictatorship may not take place. Democracy has got to be trained at all levels of Government. In order to afford this training at the local level, we must create local enthusiasm which can only be done by making local bodies the principal organs of local administration. Democracy must mean avoidance of concentration of executive power in a large number of officials or a hierarchy of officials. To avoid this, resultant concentration of executive powers must be the object of any democratic constitution.

How far should the State participate in the administration of Elementary and Secondary education? The State should limit their sphere of action to supervision, guidance and general control. The State should furnish information and guidance by way of suggestions rather than prescriptions, without interfering with the freedom of experimentation by local bodies—which are so many laboratories in search of best methods in conformity with the local conditions. For us, the real problem is, "what limitations should be put on the powers of interventions of States" and not "how to put the powers of the local bodies in a straight-jacket". The fact that the States may have to contribute a major share or even in whole of expenditure, does not alter our proposition. The theory that 'he who pays the piper calls the time has no application in the administrative sphere'. Here, the State Government which is financially in stronger position, should shoulder a greater burden—may be even the whole of it—and yet the local organs should undertake the administration of the service which they are best qualified to do. For us, local bodies are the best organs for the administration of education and the remedy for lack of finance lies in giving them sources of income necessary to finance the service, instead of reserving these sources to the State. To deprive them of thes sources and to withhold administrative powers from them on the ground that they have poor finance is adding insult to injury.

Historical and comparative study enables us to speak in positive terms. Coincidence between local freedom and local good Government has been remarkable in England and the U.S.A. Experience proves that local freedom is contributory to good Government. When and where, local effort is the first it is also the most vigorous. That good Government was the effect of freedom and not its cause is shown most strikingly in U.S.A., where it has tended to follow freedom.

It will be clear from the examination that local bodies have acquitted themselves creditably in the discharge of their administrative duties so far as elementary and secondary education is concerned. The policy of decentralisation is the only policy that will work well in special conditions prevailing in India. The vastness of our country and the huge population have got to be covered—They make the centralisation policy impossible to work. The nearest local authority must be able to control and decide its problems without every time having to go to the State authorities, and to maintain the day-to-day contact with the teachers, the parents and the local rate-payers. If the rate-payers and the local philanthropic people are to be encouraged to come forward to contribute a share in the furtherence of education either by personal participation in its working or by suitable donations, the local authorities should be made responsible for the administration. This can be done if adequate powers are vested in them.

Economic administration is possible only with decentralisation. Bureaucratic administration is at best always costly. Efficiency which is supposed to result from bureaucratic rules is ephemeral, superficial and never permanent and deep-rooted. "Detailed control is expensive in man-power, delays action, frays the nerves, is a shelter for those who dislike responsibility and ends by devitalising the controlled." (Chester)

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PRIMARY EDUCATION AND ITS FUTURE

By Shri H. V. Srinivasan
Head Master, N.T.M.S., Dalavaikodihalli

One of the misfortunes of our country is to see the sad condition of Primary Education in our schools. Day by day standards of Primary Education are going from bad to worse and although this is a known fact to every teacher, administrator and politician it is a wonder to see that no one is taking a bold step to stop the havoc and fight for the real progress of Primary Education.

Is it not a scandalous waste of money and energy if many of our children do not know the elements of our own language even at the end of eight years of Primary Education ? There should be some convincing reasons for this. What are the reasons for this deterioration in the present system of education ? How can it be solved ? These are the two main questions.

Firstly we shall discuss about the reasons for the low standards of children in the field of Primary Education. India consists of more villages than towns and so village children form a major part in the scheme of Primary Education. These village children come from the families of, mostly, farmers and they are engaged in various types of farm work on account of which they find no time to study at home. If at all they find spare time to study it is during the nights. Even here Poverty comes in the way of their studies as many people cannot provide themselves light. Something should be done to see that the children are compulsorily made to devote some time for independent study.

The next defect is that of the teachers themselves. It is a great sin if teachers do not attend the schools regularly and are not systematic in their duties expected of the teaching profession. Let us not consider the merit or the genius of a teacher. What little he knows he must teach it to his children because he knows something to teach. He should take special interest for the children in the I and II Year Classes of the Primary Sections. If the children are well trained at the earlier stages they feel it easy to work in higher classes. Supposing they are neglected in these lower classes their fate is sealed. No teacher can raise them up unless he determines to teach them recommencing from the alphabet stage. It has been said that a common habit amongst some teachers in the rural parts is to absent themselves often and often as there cannot be a day-to-day check. They should be encouraged to be earnest. No body can teach them earnestness. They themselves should realise. One of the ways of becoming earnest is to be in the company of earnest teachers, who can never sit idle and who consider regular and hard work as their motto.

Another point that weighs a great deal among teachers is the dissatisfaction about their low salary. Teachers are called the builders of the Nation and really they can do wonders if they are properly encouraged. Their negligence may be due to their strained and worried life. When their stomach is empty how can we expect them to concentrate their mind on their work ? Still there are some people who think that teachers are fortunate as they enjoy a long vacation. As a teacher, I can dare say, that the work of a real teacher is the hardest one when compared with the duties imposed on persons in other spheres of life. Though the teachers are doing a noble and sacred work neither the Government nor the public is sufficiently encouraging them. Let them not give any encouragement. The teachers generally are content if the public do not interfere in their affairs. We hear reports of the public treating them with scant courtesy. This public interference often creates a feeling of despair, hatred and jealousy in this Saraswathi Mandir. The Inspecting Officers may well be in close intimacy with the leaders of the public and keep the teacher regain his status. Instances are there when threatened if they do not act according to the whim and fancies of a few members of the public. If teachers go wrong there are the Inspecting Officers who can give them proper guidance acting as the well-wishers of public institutions.

In my opinion, one of the reasons for the negligence of the pupils and teachers is the

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PROBLEMS OF TEACHERS*

SOCIAL AND ECONOMIC PROBLEMS AFFECTING TEACHERS

1. Education is intimately connected with a people's whole way of life—its culture and history; its social, economic and political conditions, its feeling for its national past and its aspirations for the future. School systems therefore differ markedly from country to country in their spirit, aims and values, their organisation and administration, and their curricula and methods.

2. It is nevertheless true of all countries that their moral, material and cultural progress depends on the character and competence of their individual members. As this fact has been recognised, it has become generally accepted that all children should receive a well-balanced education, suited to their age and ability, to help them to develop as persons and to equip them for their responsibilities as workers and citizens. This implies that States, whatever their political and economic systems may be, have an obligation to provide genuine equality of opportunity, and that they should make these ideals a reality.

3. As the school has extended upwards and downwards to cover a wider age-range, and as it has concerned itself more and more with "the whole child", its responsibilities have steadily grown. Its mission of providing not merely knowledge and skills but also education in a wider cultural and social sense is becoming increasingly well understood.

4. The role of the school in the community and the objectives which education seeks to achieve, makes teaching a social and public service of basic importance. It should be regarded by governments, by leaders in all phases of economic, social and cultural life and by the public at large as an investment in the intellectual, moral and material progress of mankind.

5. The effectiveness of any education system depends above everything else on its teaching staff, and, in the last analysis, on the personal and professional qualities of teachers individually and collectively. The social and economic status of the teacher, his training, recruitment, conditions of work and professional relationships are therefore matters of vital importance both for national communities and for society as a whole.

SHORTAGE OF TEACHING STAFF

6. Each country needs an adequate supply of teachers fully qualified to meet the increasingly difficult and complex demands society is making and will make in the future on educational institutions.

7. In a great many countries this essential need is very far from being met. There is still a disquieting shortage of qualified teaching staff in general and of teachers of certain subjects in particular. This gap between demand and supply is quite wide in many economically developed countries. Even where seemingly sufficient numbers have been recruited, it is often the case that a considerable proportion of teachers with inadequate qualifications is being employed. The shortage, which is even more acute in less advanced areas and countries, seriously hampers the extension of educational facilities and, consequently, social and economic progress generally. In many countries a shortage is concealed by excessively large classes or by an extension of the number of hours of teaching duty beyond reasonable limits. One consequence of the shortage of teaching staff should be particularly emphasised, in a very large number of countries there is a marked under recruitment of scientific, technical, supervisory and managerial personnel. This situation may be ascribed, among other things to the insufficient supply of qualified teachers at the secondary level, particularly for subjects as mathematics and the physical and natural sciences.

8. The shortage of teachers is determined by different factors, the incidence of which varies according to national conditions. Every expansion of educational facilities, whether a lengthening of the period of compulsory attendance or by increase provision in particular fields such as pre-school education, technical education, or higher education, creates fresh demands for teaching staff. So do such reforms as a reduction in the size of classes. In some countries, the increasing tendency of parents to keep children at school voluntarily beyond the age of compulsory attendance is an important factor. Many countries have been greatly affected by the increase in birth

* From a report of the Drafting Committee of experts under the auspices of the I.L.O. and W.C.O.T.P. 1958.

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rates; particularly since the Second World War, and some by a lower death rate for children.

9. There is, however, another important factor: the shortage of teaching staff and particularly of fully qualified teachers may very frequently be attributed, to a greater or lesser extent according to national conditions, to the living and working conditions of teaching staff. Recruitment is profoundly affected by the social and economic status of the teaching profession and by the conditions in which teachers carry out their work.

Financing of Education

10. In most countries, existing difficulties are essentially due to the inadequacy of financial resources available for education. To avoid an aggravation of a situation which, it is generally agreed, must be improved, competent authorities should therefore consider ways and means of increasing these financial resources.

11. It is desirable that the inter-governmental organisations concerned should devote greater attention to the imperative need of many economically less advanced countries for a greater supply of fully qualified teachers, as well as for more and better equipped school premises both in rural and town areas. At present these needs cannot be fully met by national means alone. Greater financial and technical assistance to such countries should therefore be granted to the utmost possible extent. In this connection, the project now under consideration by UNESCO for the establishment of an international assistance fund is of particular importance.

Training and Recruitment of Teachers

12. The initial preparation and further training of teachers raise problems of the highest importance. There is an obvious relation to cause and effect between the methods of recruiting and training teachers and the quality of the staff so obtained. Candidates for entry to the profession should therefore be selected by reference to strict standards in order to ensure that their general level of education prior to admission to training is satisfactory. Their actual training should be broad enough and deep enough to give them a firm grasp both of the principle of education and of the techniques of their craft and to make a real contribution to their own personal education. The quality of training determines to a very large extent the standard that educational systems may attain.

What is a Basic School ?

(*Continued from page 57*)

technique facilitating the functioning of the mental process or cohesion. Therefore this is the only technique to present materials to the learner, from through and for life.

It has become an established fact that the school must be an integral part of the society. It is the school which aims at training the pupil to discharge his responsibilities towards the society in adult life. He must be made to feel how his activities can help or hinder the welfare and the progress of the society. The school tries to imbibe this sense of social consciousness. With this end in view in the Basic School, the children are given adequate scope to run the school administration in consonance with their capacities, to shoulder responsibilities and to look after their own interest. They are given to understand from the practical situation that even a slight negligence on their part may cause a definite harm to the whole school community. Thus a sense of belongingness to the school can be cultivated through continuous practice and they learn how to lead for his own good and that of the community of which he is a constituent member.

Now to implement all these abstruse and obstract ideas into practice, the school must be provided with a curriculum which is constructed on scientific principles. So long the child was to fit into the curriculum but this idea is discarded as it did not care to cater to the needs and necessities of the children of different age level.

So in the Basic School an earnest effort is endeavoured to build up the courses of study on a series of experiences and activities of the children. Apart from all other principles that generally govern the construction of the curriculum, this consideration is given paramount importance. Instead of the child fitting into the curriculum, the curriculum is made fit into the child. The personality of the child cannot be departmentalised. Hence the need for total education for the whole child in order to draw out the best in him and to enhance his proper and harmonious development.

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BOOK REVIEWS

Hindi Sikshana Vidhi. Sri Raghunatha Safaya, M.A., M.Ed. (Published by the *Punjab Kithab Garh,* Jullunder City, East Punjab.) Pp. 350. Price Rs. 6·00.

Sri. Raghunatha Safaya, Senior Lecturer, Post-Graduate Basic Training College, Chandigarh, is eminently qualified on account of his deep scholarship in Hindi and rich experience as a trained teacher to deal with this difficult subject—"Principles of Teaching Hindi". The book is addressed to Hindi Teachers and students in Training Colleges taking Hindi as their special subject. The approach to the subject is a departure from the traditional one, the author, having in view the most recent thoughts on the subject, *viz.,* Methods of Teaching Indian Languages. The teacher has amplified the study by giving copious Quotations and references for the use of the discerning student.

The book is very useful and timely. I do not think there is any other book on the subject reaching this high degree of detailed discussion as this.

I congratulate the author on his worthy enterprise and earnestly wish that he would concentrate on writing more books of the type of the different subjects of the curriculum.

D. VISWESWARAIYA.

Elementary Grammar—English-Hindi. By Sri. P. C. Wren. Translated by Sri. Prakash Gupta. (Published by Messrs. K. & J. Cooper.) Pp. 292.

The author, in his preface to the Book has started the reasons for getting the English-Hindi version of this popular book. After the advent of Independence, the country is trying its very best to develop the several languages of the country. More so, Hindi, which is accepted as the National Language for use in all parts of India. In this context the publication of the book has supplied a real want. So we welcome this publication.

The translation has been rendered in a simple style and a student is in a position to study and understand for himself the several intricacies of English Grammar.

The book is recommended for use in all educational institution.

D. VISWESWARAIYA.

Navodaya (Kannada) 1959. Published by the Student Community of the Vidyadayini High School, Suratkal, South Kanara, Annual.

ಈ ವಾರ್ಷಿಕ ಹೊತ್ತಿಗೆಯನ್ನು ಪಾಠಶಾಲೆಯ ವಿದ್ಯಾರ್ಥಿ ಮಂಡಲವು ಪ್ರಕಟಿಸಿರುವುದು ಅತ್ಯಂತ ಆಹ್ಲಾದದಾಯಕವಾಗಿದೆ. ಸಂಪಾದಕರು ಮುನ್ನುಡಿ ಯಲ್ಲಿ ಹೇಳಿರುವಂತೆ "ವರ್ಷದ ಅನುಭವಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ ಅವುಗಳ ಅಸ್ತಿಭಾರದ ಮೇಲೆ ಈ ವಿದ್ಯಾರ್ಥಿ ಸರಕಾರದ ನೂತನ ಸೌಧವನ್ನು" ಈ ವರ್ಷ ನಿರ್ಮಿಸಿರು ತ್ತಾರೆ. ಈ ಹೊತ್ತಿಗೆಯಲ್ಲಿ ಕಂಡುಬರುವ ಮಕ್ಕಳ ಲೇಖನಗಳೂ, ಕವಿತೆಗಳೂ, ಪುಟ್ಟ ನಾಟಕಗಳೂ ಯಾವ ಪ್ರೌಢಶಾಲೆಗಾದರೂ ಕೀರ್ತಿಯನ್ನು ತರದೇ ಇರದು. ಲೇಖನಗಳಾದರೋ ಕನ್ನಡ, ಇಂಗ್ಲಿಷ್ ಮತ್ತು ಹಿಂದಿ ಗಳಲ್ಲಿ ಇವೆ. ಕೆಳಗೆ ಹೇಳಿರುವ ಇಂಗ್ಲಿಷ್ ಬರಹ ಚೆನ್ನಾಗಿದೆ.

The model question paper of the New Suratkal Secondary Education Board should have been published "with profound apologies to the S.S.L.C. Text-Books (Madras Rules)" which has not been done. The article of Sri. H. Ganesh, M:Ed:, has been a well written, thought-provoking article.

ನಾವು ಈ ಹೊತ್ತಿಗೆಯನ್ನು ಓದಿ ಆನಂದಪಟ್ಟಿದ್ದೇವೆ. ಹೈಸ್ಕೂಲಿನ ಮಕ್ಕಳು ಇಂಥಾ ಪ್ರಯತ್ನಗಳನ್ನು ವಿಶೇಷ ವಾಗಿ ನಡೆಸಿಕೊಂಡುಬಂದು ತಮ್ಮ ಬೆಳವಣಿಗೆಯನ್ನೂ ಮತ್ತು ತಮ್ಮ ಶಾಲೆಯ ಹಿರಿಮೆಯನ್ನೂ ಆಗುಮಾಡ ಲೆಂದು ಹಾರೈಸುತ್ತೇವೆ. ಎಲ್ಲ ಬರಹಗಾರರಿಗೂ ವಂದನೆ ಗಳು. ವಿಶೇಷವಾಗಿ ಈ ನವಚೈತನ್ಯವನ್ನುಂಟುಮಾಡಲು ಪ್ರೋತ್ಸಾಹಿಸಿರುವ ಶ್ರೀ ಎಂ. ವಾಸುದೇವರಾವ್, ಹೆಡ್ ಮಾಸ್ಟರ್‌ರವರಿಗೂ, ಶ್ರೀ ಹೆಚ್. ಗಣೇಶ, ವಿದ್ಯಾರ್ಥಿ ಸರಕಾರದ ತರುಣ ಸಂಚಾಲಕರಿಗೂ, ಶ್ರೀ ಬಿ. ದೇಜಪ ಆಮಿನ್, ಪ್ರಧಾನ ಮಂತ್ರಿಗಳಿಗೂ ನಾವು ಪ್ರೀತಿಯ, ಆದರದ ಶುಭಾಶಯಗಳನ್ನು ಕೋರುತ್ತೇವೆ.

ಡಿ. ವಿಶ್ವೇಶ್ವರಯ್ಯ.

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EDUCATIONAL NOTES

1. The Child is the Centre of Education

DR. M. SIDDALINGAIYA, Director, State Educational Research Bureau, in the course of an address on "The What, the Why and How of Education delivered at the Public Library, recently emphasised the activity approach to education in schools. He deplored the state of the existing text-books, which were insipid, passive and inert. Alluding to the practice of some teachers in making children cram the contents of the text-books, he stressed the importance of the study of the environment of the child, and a detailed check-up of its interests, intelligence, hobbies and outlook. The text-books must be got rewritten up on the activity principle.

Srimathi Grace Tucker, Deputy Minister for Education, Bangalore, who presided over the function, said that "the child was the centre of education in every system of modern education. The child was not a box to be loaded with any kind of store material that the teacher wanted to. The teacher has to study the environment, the inclinations and the interests of children before teaching any subject of the curriculum. Education was a live issue which would open the doors for the children to experience a Better World".

2. International Understanding in Schools

SOME 400 teachers in schools in 40 countries are making steady progress in building international understanding. The Associated Schools Project sponsored by UNESCO aims in building international understanding and has made steady progress in 40 countries with some 400 teachers.

How this scheme is operating was described recently by T. Ivor Davies, History Teacher at the John Bright School in Wales and Head of Associated Schools, work in Britain, to educators attending the Conference of Internationally-Minded Schools held at UNESCO House, in Paris.

"If one teacher in a school plans 10 or 15 classes a year about the people of some other country, that is a helpful step. Of course, organized work throughout the school is best; and this teaching about other peoples and their contribution to the world can be included nearly every course—in geography, science, in mathematics. But even a minimum effort can bear seed in helping to eradicate projudices among school children, and this, in turn, can reach out to other sections of the public."

In Britain, Mr. Davies said, the teaching for international understanding has often been centred on instruction about India and the Indian people, because India is in the Commonwealth and much material is available. But tests have proved, he said, that pupils who have tried to understand the Indian people have by that fact developed more tolerant and understanding attitudes toward other peoples.

Mr. Davies emphasized that understanding should be based on current conditions and problems, what is being done about them, and what might be done. The simplest way and perhaps the best at the moment, he said, is to teach about the United Nations and the Specialized Agencies with emphasis on the practical work they are doing in many parts of the world to solve grave problems affecting millions of people.
—*UNESCO.*

Local Control of Education

(*Continued from page* 66)

Lastly, I am of the opinion that the character of our educational administration must be determined in accordance with the political theory of our State. Ours is not a totalitarian State, which maintains a centralised bureaucratic system of administration. But we are in a democratic State and must recognise the rights of participating local units and delegate to them a large measure of self-determination and responsibility reserving to the State periodical advice, guidance and assistance. It is in the interest of the State that local leadership even in the administration of education be developed.

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OUR ASSOCIATIONS

1. Maharaja's Higher Secondary School, Mysore

THE Students' Union Day was celebrated in January last under the Presidentship of Shri A. C. Deve Gowda, Director of Public Instruction in Mysore, Bangalore. The main feature of the Day was the Assembly. The Fancy Dress and Physical Culture Displays were very highly appreciated by the audience. The President in his speech touched on the problems of Education in the State and the need for urgent reforms. He congratulated the staff and the students on their good performance and exhorted them to achieve higher levels of selfless service and devoted work.

2. Subject Teachers' Seminar on English

A TEN-DAY Subject Teachers' Seminar on English, sponsored by the All-India Council for Secondary Education and the Department of Public Instruction in Mysore was conducted by the Mysore State Education Federation last December at Mysore. Sri. J. B. Mallaradhya, President of the M.S.E.F. inaugurated the Seminar. Sri S. N. Shanthaveerappa was the Director of the Seminar. In his Valedictory address Sri. T. Vasudevaiya, D.D.P.I.,Mysore Division, spoke of the advantages of such Subject Seminars for the teachers and stressed the need for the reading habits in children and the high place that English should occupy in the curriculum of the Secondary Schools. The Seminar was a great success.

3. Subject Teachers' Seminar in Mathematics

A TEN-DAY Seminar in Mathematics similar to that on English sponsored by the All-India Council for Secondary Education and the Department of Public Instruction in Mysore was held at Bangalore during December 1958. In the concluding session presided over by Sri. Anna Rao Ganamukri, Educational Minister, a report of the Seminar was presented detailing the various activities of the groups that functioned during the Seminar. The report was complimentary to the Delegates for the reason that a large number of problems that confront the practicing teachers were discussed and concrete suggestions were made to improve the methods of teaching Mathematics in Secondary Schools. Professor Bondade, Principal of the Central College, delivered the Valedictory address. Sri. N. S. Venkataram, formerly Planning Officer of the D.P.I.'s Office, was the Director of the Seminar.

4. Zonal Educational Seminar, Kolar District

A ZONAL Seminar for the benefit of the teachers of the Bangarapet, Malur and Mulbagal Taluks was held at Bathamangala during February last. Sri. B. Mariraj D.D.P.I, Bangalore Division, inaugurated the Seminar. The Valedictory function was held under the Presidency of Sri. K. V. Doraiswamy, Principal, Teachers' College, Bangalore. The organisation of the Seminar was in the hands of Sri. B. N. Jere, District Educational Officer, Kolar. The group discussions were very lively and educationally very beneficial. Cultural programmes arranged in the evenings were very popular and were highly appreciated.

5. Primary School Teachers' Association, Bagur, Hosadurga Taluk

THE Anniversary of the Association was celebrated with eclat under the Presidency of Sri. M. P. Jali, District Educational Officer, Chitaldrug, last March at Bagur. The high-light of the function was the Assembly where a report of the good work done by the Association was presented and the President delivered an interesting address on the needs of the country today and the role of the teacher. The school boys put a show a drama 'Markandeya'. Earlier Sri. H. P. Sampath Kumaran, Inspector of Schools, welcomed the chief guest on behalf of the Association. The organisational work was in the hands of the energetic Secretary, Sri. Hanumanthappa. The function was a grand success.

6. Primary School Teachers' Association, Bagepalli

THE Association, which has been doing a lot of good work these days, concluded its yearly activities by celebrating the annuals under the distinguished Presidency of Sri. B. N. Jere, District Educational

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Officer, Kolar, on the 6th April 1959. The Programme for the Assembly included two learned addresses by Sri. H. Nagesa Rao, Head Master of the Teachers' Training Institute, Kolar and Sri. A. R. Hanumanthachar, Head Master of the District Board High School, Bagepalli. The pupils of the Primary Boys' School provided a variety entertainment and Sri. Jagannath gave a recital on the flute. The success of the conference is due to the energetic Inspector of Schools Sri. K. N. Venkata Rao, assisted by the Secretary, Sri. B. Suryanarain Rao.

7. Government Senior Basic School, Parane, Coorg

RECENTLY the school celebrated its "Spring Festival" under the Presidency of Sri. B. S. Kusalappa, President of the Coorg, Karnata Sangha. The programme for the Festival included a variety of items including an Exhibition of Books. Sri. V. Ramakrishna Rao delivered a learned address on "Life and Knowledge". The success of the Festival was due to the energy and organising capacity of Sri. Sripathi Rao Parlimarkar, the Head of the Institute.

Primary Education and its Future

(*Continued from page* 67)

abolition of Middle School Public Examination. This has reacted largely on the minds of the teachers and pupils to their detriment. Pupils have no fear of the Examination of slackness of work and when this is the case it is but natural they need not study. What the teachers do is to push them to the higher classes just to meet the percentage requirements and to avoid the blames of the Inspecting Officers on the one side and the public on the other without caring for the future of such pupils or the State. It is unfortunate that such students will have to blink in the higher classes. If the students should thrive the introduction of the Middle School Public Examination with all its rigour should come to effect at once.

Another point for the deterioration of the educational standards is the "reforms" which are too frequent. In any democratic Government the rulers will be changing now and again and they will be held responsible for all the changes. Let anything else be changed but not a system of education. Eminent experts should frame a type of education which suits the country and that type should be changed only when a better one proved by experience is made available.

Basic education is now acclaimed the best type of education suited for our country. If this is introduced, then there is some salvation. It is a problem to get teachers trained in this respect and the Government should take special interest to train all the teachers in Basic Education. India cannot thrive and prosper if it spends crores of Rupees on dams and other things when the children are neglected and their knowledge is kept at a poor level. The children are the real asset of a country. The all-round development of the child to the fullest extent should be our aim.

So it is high time that our leaders should give their utmost interest for Primary Education, which alone can make the country move forward and forward to meet the desired goal of progress and efficiency.

STRAY THOUGHTS

Work is Worship.
Life is Labour.
Truth is Beauty and Beautiful is Divine.
Truth and Non-violence are the Twin concepts of Basic Education.
Work is Love made visible.
Action is thy duty and fruit is not thy concern.
Exploiter and exploited both enjoy the process of exploitation.
Simple living and high thinking.
Be clean in thought, word and deed.
Talk less and do (serve) more.
Service to humanity is service to God.
Admiration is the spark of love.
We always weaken whatever we exaggerate.
There is no wisdom like frankness.
True life lies in laughter, love and work.
Ignorance is the fact of the brain.
Temper is the safety volve of confusion.
Simplicity is the essence of universality.
Respect is the king and compliments.
Practice makes perfect.

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ಮೂಲಶಿಕ್ಷಣ ಸಂಕಲ್ಪಗಳು *

ಅನುವಾದಕ: ಶ್ರೀ ಕೆ. ನಾರಾಯಣರಾವ್

ಮೊದಲ ನುಡಿ

ದೇಶದಲ್ಲಿ ಮೂಲಶಿಕ್ಷಣ ಪ್ರಣಾಲಿಗೆ ಪ್ರೋತ್ಸಾಹ ನೀಡಲು ಭಾರತ ಸರ್ಕಾರವು ಹೆಚ್ಚು ಅಭಿರುಚಿ ತೆಗೆದುಕೊಳ್ಳುತ್ತಿದೆ ಮತ್ತು ಇದೇ ಉದ್ದೇಶದಿಂದ ಬಹು ಹೆಜ್ಜೆಗಳನ್ನೂ ಮುಂದಿಟ್ಟಿದೆ. ಇದರಲ್ಲಿ ಪ್ರಸಾರ ಕಾರ್ಯಕ್ರಮದ ಜೊತೆಜೊತೆಯಲ್ಲಿ ಮೂಲಶಿಕ್ಷಣ ಶಾಲೆಗಳ ಕಾರ್ಯಕಲಾಪಗಳು ಮತ್ತು ಅವುಗಳ ರೀತಿನೀತಿಗಳು, ಅಲ್ಲದೆ ದೃಷ್ಟಿಕೋನಗಳನ್ನು ಉನ್ನತ ಮಟ್ಟಕ್ಕೇರಿಸುವ ಒಂದು ಮುಂದಡಿಯೂ ನಮಗೆ ಕಂಡುಬರುತ್ತಿದೆ. ಇಲ್ಲಿಯವರೆಗೆ ಗಮನಿಸುವುದಾದರೆ ಈ ಕ್ಷೇತ್ರದಲ್ಲಿ ದುಡಿಯುವವರು ಮೊದಲು ಮೂಲಶಿಕ್ಷಣವೆಂದರೇನು ? ಎಂಬುದನ್ನು ಸ್ಪಷ್ಟವಾಗಿ ತಿಳಿದುಕೊಳ್ಳುವುದು ಅವಶ್ಯಕ. ಇವರೊಂದಿಗೆ ಅವರು ಅದರ ಮುಖ್ಯ ವೈಶಿಷ್ಟ್ಯತೆಗಳು ಮತ್ತು ಆ ವಿವರಗಳ ನಡುವೆ ಸ್ಥಾನೀಯ ಅವಶ್ಯಕತೆಗಳು ಮತ್ತು ವೃದ್ಧಿಸುತ್ತಿರುವ ಅನುಭವಗಳ ಅನುಸರಣೆಯು ಬದಲಾಗುತ್ತಾ ಹೋಗುತ್ತಿರುವುದನ್ನು ಗಮನಿಸಬೇಕು.

ಯಾವುದನ್ನು ಕೇಂದ್ರ ಶಿಕ್ಷಣ ಸಲಹಾ ಸಮಿತಿಯ ಮೂಲಶಿಕ್ಷಣ ಸಮಿತಿಯವರು ಸಿದ್ಧಪಡಿಸಿದ್ದಾರೋ ಆ ಮೂಲಶಿಕ್ಷಣ ವಿವರದಲ್ಲಿ ಅದರ ಮಹತ್ವಪೂರ್ಣ ವಿಶೇಷತೆಗಳನ್ನು ಹುರಿದುಂಬಿಸಲು ಮತ್ತು ಸಂಭವಿಸುವ ತಪ್ಪು ತಿಳಿವಳಿಕೆಗಳನ್ನು ದೂರೀಕರಿಸುವ ಪ್ರಯತ್ನ ಪಡಲಾಗಿದೆ. ನಮ್ಮ ಶಿಕ್ಷಾವಿದರು ಈ ಬಗ್ಗೆ ವಿಚಾರ ಮಾಡುವರು ಮತ್ತು ಇದರಲ್ಲಿರುವ ಭಾವನಾನುಸಾರ ಈ ಯೋಜನೆಯನ್ನು ಜಾರಿಗೆ ತರುವರು. ಅಂದರೆ ನಮ್ಮ ಮಕ್ಕಳಲ್ಲಿ ಚರಿತ್ರೆ ಮತ್ತು ಕಾರ್ಯಕುಶಲತೆಯ ಉಪಯುಕ್ತ ನಿಯಮಗಳು ಮತ್ತು ಆದರ್ಶಗಳನ್ನು ಮೂಡಿಸುವುದರಲ್ಲಿ ಮೂಲಶಿಕ್ಷಣವು ಉಚಿತ ಫಲವನ್ನು ಕೊಡುವಂತೆ ಮಾಡುವರು ಎಂದು ನಾನು ಆಶಿಸುತ್ತೇನೆ.

ಅಬ್ದುಲ್ ಕಲಾಂ ಆಜಾದ್.

‘ಮೂಲಶಿಕ್ಷಣ’ ಎಂದರೇನು?

“ಮೂಲಶಿಕ್ಷಣ” ಈ ಶಬ್ದದ ಅರ್ಥ—ಅಥವಾ ಹೀಗೆ ಹೇಳುವುದರ ಅನರ್ಥ ಅನೇಕ ರೀತಿಯಲ್ಲಿ ಮಾಡಲಾಗಿದೆ. ಒಂದು ಮಿತಿಯವರೆಗೆ ಈ ವಿಷಯವನ್ನು ತಿಳಿಯಲಾಗುವುದು. ಏಕೆಂದರೆ ಶಿಕ್ಷಣ ಕ್ಷೇತ್ರದಲ್ಲಿ ಇದು ಒಂದು ಅಪೇಕ್ಷಣೀಯ ನವಪ್ರಯೋಗವಾಗಿದೆ ಮತ್ತು ಇದರ ಸಂಕಲ್ಪ ಮತ್ತು ದೃಷ್ಟಿಕೋನವು ಇನ್ನೂ ರೂಪಗೊಳ್ಳುತ್ತಿದೆ. ಆದ್ದರಿಂದ ಮೂಲಶಿಕ್ಷಣವೆಂದರೇನು ಎಂಬುದನ್ನು ಸ್ಪಷ್ಟವಾಗಿ ತಿಳಿದುಕೊಳ್ಳುವುದು ಅವಶ್ಯಕವಾಗಿದೆ.

ಒಟ್ಟನಲ್ಲಿ ಹೀಗೆ ಹೇಳಬಹುದು. ಯಾವುದರ ಅಭಿಪ್ರಾಯವನ್ನು ಮೂಲಶಿಕ್ಷಣ ಸಮಿತಿ (ಜಕೀರ್ ಹುಸೇನ್ ಸಮಿತಿ)ಯು ವರದಿಯಲ್ಲಿ ಮಾಡಲಾಗಿದೆಯೋ ಮತ್ತು ಕೇಂದ್ರ ಶಿಕ್ಷಣ ಸಲಹಾ ಸಮಿತಿಯು ಯಾವುದರ ಬಗ್ಗೆ ವಿಚಾರಮಾಡಿದೆಯೋ ಅದೇ ಮೂಲಶಿಕ್ಷಣದ ಸಂಕಲ್ಪನೆ ಎನಿಸಿದೆ. ವರದಿಯಲ್ಲಿ ಯಾವ ಮೂಲ ಸಿದ್ಧಾಂತಗಳು ಮತ್ತು ತತ್ವಗಳು ವಿಹಿತವಾಗಿವೆಯೋ ಅವೇ ಭಾರತದ ಶೈಕ್ಷಣಿಕ ಪುನರ್‌ನಿರ್ಮಾಣದಲ್ಲಿ ಮಾರ್ಗದರ್ಶನವನ್ನು ನೀಡುವುವು. ಅಲ್ಲದೆ ಅದರ ರೂಪನ್ನು ನಿರ್ಧರಿಸುವುವು ಎಂಬುದು ಸ್ಪಷ್ಟವಾಗಿಯೇ ಇದೆ. ಎಲ್ಲಿಯವರೆಗೆ ಎಂಟು ವರ್ಷಗಳ ಕಡ್ಡಾಯ ಶಿಕ್ಷಣದ ಮಾಧ್ಯಮ ರೂಪದಲ್ಲಿ ಮಾತೃಭಾಷೆಯನ್ನು ಉಪಯೋಗಪಡಿಸುವ ಪ್ರಶ್ನೆ ಇದೆಯೋ ಈ ಸಂಬಂಧದಲ್ಲಿ ಈಗ ಯಾವ ಮತಭೇದವೂ ಇಲ್ಲ. ಅವುಗಳನ್ನು ಸಾಮಾನ್ಯವಾಗಿ ಎಲ್ಲರೂ ಸಮ್ಮತಿಸುತ್ತಾರೆ. ಆದ್ದರಿಂದ ಈ ಸಂಬಂಧವಾಗಿ ಚರ್ಚಿಸುವ ಸನ್ನಿವೇಶವೂ ಇಲ್ಲ. ಮೂಲಶಿಕ್ಷಣದ ಯಾವ ಅಭಿಪ್ರಾಯಗಳು ಮತ್ತು ವಿಶೇಷತೆಗಳನ್ನು ಸ್ಪಷ್ಟಗೊಳಿಸಬೇಕಾಗಿವೆಯೋ ಅವೇ ಇವುಗಳಾಗಿವೆ:

೧. ಮೂಲಶಿಕ್ಷಣವು ಮಹಾತ್ಮ ಗಾಂಧಿಯವರು ತಿಳಿದಿರುವಂತೆ ಮತ್ತು ತಿಳಿಸಿರುವಂತೆ ಸರ್ವರೂಪದಿಂದಲೂ ಜೀವನಕ್ಕಾಗಿ ಜೀವನದ ಮೂಲಕ ಕೊಡುವ ಶಿಕ್ಷಣವಾಗಿದೆ. ಅದರ ಉದ್ದೇಶವು ಕೊನೆಯವರೆಗೆ ಹಿಂಸೆ, ಅಕೃತ್ಯಗಳಿಂದ ಮುಕ್ತಗೊಳಿಸುವಂತಹ ಒಂದು ಸಾಮಾಜಿಕ ವ್ಯವಸ್ಥೆಯ ನಿರ್ಮಾಣವಾಗಿದೆ. ಈ ಕಾರಣದಿಂದಲೇ ಉತ್ಪಾದಕ, ಸೃಜನಾತ್ಮಕ, ಹಾಗೂ ಸಾಮಾಜಿಕ ದೃಷ್ಟಿಯಿಂದ ಉಪಯುಕ್ತ ಕಾರ್ಯವನ್ನು, ಯಾವುದರಲ್ಲಿ ಎಲ್ಲಾ ಬಾಲಕ ಬಾಲಕಿಯರೂ, ಅವರು ಯಾವ ಜಾತಿ, ಧರ್ಮ, ವರ್ಗದವರೇ ಆಗಿರಲಿ ಭಾಗವಹಿಸಲು ಅನುವಾಗುವಂತೆ ಮೂಲಶಿಕ್ಷಣದ ಕೇಂದ್ರವನ್ನು ಮಾಡಲಾಗಿದೆ.

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* ಭಾರತ ಸರ್ಕಾರದ ಪ್ರಕಟಣೆ_252.

CC-0. Bhagavad Ramanuja National Research Institute, Melukote Collection.

Funding: Tattva Heritage Foundation,Kolkata. Digitization: eGangotri.

೨. ಆದ್ದರಿಂದ ಒಂದು ಮೂಲಶಿಕ್ಷಣವನ್ನು ಪ್ರಭಾವ ಪೂರಿತ ಪ್ರೇರಣೆಯ ಮೂಲಕ ಕಲಿಸುವುದು ಶಿಕ್ಷಣದ ಈ ಸನ್ನಿವೇಶದಲ್ಲಿ ಒಂದು ಅವಶ್ಯಕ ಅಂಗವಾಗಿದೆ. ಏಕೆಂದರೆ ಉಪಯುಕ್ತ ಪರಿಸ್ಥಿತಿಗಳಲ್ಲಿ ಮಾಡಲ್ಪಟ್ಟ ಉತ್ಪಾದಕ ಕಾರ್ಯವು ಕೇವಲ ಪರಸ್ಪರ ಸಂಬಂಧ ಜ್ಞಾನವನ್ನು ವಾಸ್ತವಿಕ ರೀತಿಯಿಂದ ಪ್ರಾಪ್ತಗೊಳಿಸಲು ಸಹಾಯಮಾಡುವುದಲ್ಲದೆ ವ್ಯಕ್ತಿತ್ವ ಮತ್ತು ಐತಿಹಾಸಿಕ ವಿಕಾಸದಲ್ಲಿಯೂ ಇದರಿಂದ ಬಹಳ ಸಹಾಯವಾಗುವುದು. ಸಾಮಾಜಿಕ ದೃಷ್ಟಿಯಿಂದ ಉಪಯುಕ್ತ ಕಾರ್ಯಕ್ಕಾಗಿ ಆದರ ಮತ್ತು ಪ್ರೇಮ ಭಾವನೆಗೆ ಇದು ಜನ್ಮ ಕೊಡುತ್ತದೆ. ಕೈಗಾರಿಕಾ ಕಾರ್ಯಗಳಲ್ಲಿ ತಯಾರಾದ ಪದಾರ್ಥಗಳನ್ನು ಮಾರಿ ಶಾಲೆಯ ಖರ್ಚಿನ ಸ್ವಲ್ಪ ಭಾಗವನ್ನು ಪಡೆಯಬಹುದು ಅಥವಾ ಅದರಿಂದ ಮಧ್ಯಾಹ್ನ ತಿಂಡಿಯ ಖರ್ಚನ್ನು ಪಡೆಯಬಹುದು ಇಲ್ಲವೇ ಸ್ಕೂಲಿನ ಕೆಲವು ಸಾಮಾನು ಸರಂಜಾಮುಗಳನ್ನು ಕೊಳ್ಳಬಹುದು ಎಂಬುದನ್ನು ಸ್ಪಷ್ಟರೂಪದಲ್ಲಿ ತಿಳಿದುಕೊಳ್ಳಬೇಕು.

೩. ಏಕೆಂದರೆ ಮೂಲಶಿಕ್ಷಣದಲ್ಲಿ ಕೈಗಾರಿಕೆಯ ಮಹತ್ವದ ಸಂಬಂಧವಾಗಿ ಅನೇಕ ವಿಚಾರ ಮತ್ತು ಮತ ಭೇದಗಳಿವೆ. ಅಂದರೆ ಮೂಲಶಿಕ್ಷಣದ ಮೂಲ ಉದ್ದೇಶವು ಮಗುವಿನ ಸಮಸ್ತ ವ್ಯಕ್ತಿತ್ವ ವಿಕಾಸದಲ್ಲಿ, ಯಾವುದರಲ್ಲಿ ಉತ್ಪಾದನಾ ವಿವೇಚನೆಯು ಉಂಟಾಗುವುದೋ ಅದು ಕನಿಷ್ಠತರವಾದುದಲ್ಲವೆಂಬುದನ್ನು ನಾವು ಸ್ಪಷ್ಟವಾಗಿ ತಿಳಿದುಕೊಳ್ಳಬೇಕಾಗಿದೆ.

ಈ ವಿಷಯದ ಬಗ್ಗೆ ಪೂರ್ಣ ನಂಬಿಕೆ ಇಡಲು ಮೂಲಕೈಗಾರಿಕೆಯ ಅಧ್ಯಯನವು ಕುಶಲತೆಯೊಂದಿಗೆ ಆಗುತ್ತಿದೆ. ಮತ್ತು ಅದರ ಶಿಕ್ಷಣ ಸಂಭಾವನೆಗಳ ಪೂರ್ಣ ರೂಪದ ಉಪಯೋಗವನ್ನೂ ಪಡೆಯಲಾಗುತ್ತಿದೆ. ಯಾವ ವಸ್ತುಗಳೇ ತಯಾರಾಗಲಿ, ಅವು ಚೆನ್ನಾಗಿವೆ, ಆ ವಯಸ್ಸಿನ ಮಕ್ಕಳು ಆದಷ್ಟು ಚೆನ್ನಾಗಿರುವ ವಸ್ತುಗಳನ್ನು ತಯಾರು ಮಾಡಬಲ್ಲರು ಎಂಬುದನ್ನು ನಾವು ನೆನಪಿನಲ್ಲಿಡಬೇಕು. ಅವು ಸಾಮಾಜಿಕ ದೃಷ್ಟಿಯಿಂದ ಉಪಯೋಗವಾದವುಗಳಾಗಿಯೂ ಮತ್ತು ಸಮಯ ಒದಗಿದಾಗ ಮಾರಲು ಯೋಗ್ಯವಾದವುಗಳಾಗಿಯೂ ಆಗಿರಬಲ್ಲವು. ಇತ್ತೀಚೆಗೆ ಎಲ್ಲಾ ಒಳ್ಳೆಯ ಕಾರ್ಯಕಲಾಪಗಳಿಂದ ಕೂಡಿರುವ ಶಾಲೆಯಲ್ಲಿಯೂ ಸಾಧಾರಣವಾಗಿ ಸಲಕರಣೆಗಳು ಮತ್ತು ಸಾಮಾನುಗಳೊಂದಿಗೆ ಆಡುವುದಕ್ಕೆ ಪ್ರೋತ್ಸಾಹವೀಯಲಾಗುತ್ತಿದೆ. ಆದರೆ ಶಿಕ್ಷಣದ ದೃಷ್ಟಿಯಿಂದ ಕೈಗಾರಿಕೆಗಳಲ್ಲಿ ಕುಶಲತೆಯನ್ನು ಪ್ರಾಪ್ತಿಗೊಳಿಸುವುದು ಮತ್ತು ಒಳ್ಳೆಯ ಕೈಗಾರಿಕೆಯ ಬಗ್ಗೆ ಪ್ರೀತಿ ಹುಟ್ಟಿಸುವುದು ಇವೆರಡೂ ಎಲ್ಲೆಲ್ಲೂ ಅಧಿಕ ರೀತ್ಯ ಸಾರ್ಥಕಗೊಳ್ಳುತ್ತಿವೆ. ಈವರೆವಿಗೆ ಈ ಉತ್ಪಾದನಾ ಸಂಬಂಧದ ವಿಧಾನ ರೂಪದಿಂದ ಯಾವ ಉಪೇಕ್ಷೆಯನ್ನು ಮಾಡಲಾಗುತ್ತಿದೆಯೋ ಅದನ್ನು ಯಾವ ರೀತಿಯಲ್ಲೂ ಮಾಡಬಾರದು. ಏಕೆಂದರೆ ಯಾವ ಕೈಗಾರಿಕೆಯ ಅಭ್ಯಾಸ ಮಾಡಲಾಗುವುದೋ ಅದರಲ್ಲಿ ಕುಶಲತೆಯನ್ನು ಪ್ರಾಪ್ತಗೊಳಿಸುವುದರಿಂದ ಪ್ರತ್ಯಕ್ಷ ಹಾಗೂ ಪರೋಕ್ಷ ಎರಡೂ ರೂಪಗಳಲ್ಲಿ ಬಾಲಕನ ಸರ್ವತೋಮುಖ ವಿಕಾಸದ ಮೇಲೆ ನಿಸ್ಸಂದೇಹ ಪ್ರಭಾವವು ಬೀರುವುದು. ಆದರೆ ಮತ್ತೊಂದು ಕಡೆ ಉತ್ಪಾದಕ ವಿಧಾನದಲ್ಲಿ ಶಿಕ್ಷಣ ಸಂಬಂಧಿತ ವಿಧಾನದೊಂದಿಗೆ ಹೆಚ್ಚಿನ ಮಹತ್ವವನ್ನು ಕೊಡಬಾರದು. ಇದು ಮಕ್ಕಳ ಮುಂದೆ ಸಫಲಭರಿತ, ಉನ್ನತ ಆದರ್ಶವನ್ನು ಇಡುತ್ತದೆ ಮತ್ತು ಉದ್ದೇಶ ಪೂರಿತ ಪರಿಸ್ಥಿತಿ ಮತ್ತು ನಿಯಮಗಳ ಬಗ್ಗೆ ಅವುಗಳನ್ನು ವಿಶಿಷ್ಟ ವಿಧಾನಗಳಿಂದ ಕಲಿಸಿಕೊಡುತ್ತದೆ. ಈ ಸನ್ನಿವೇಶದಲ್ಲಿ ಉತ್ಪಾದನೆಯ ವಿಶಿಷ್ಟ ಲಕ್ಷ್ಯದ ಕಡೆ ನಿರ್ಧರಿಸಿದಿದ್ದರೂ ಇರಬಹುದು. ಆದರೆ ಅಧ್ಯಾಪಕನು ಇದರ ಆರ್ಥಿಕ ಸಂಭಾವನೆಗಳನ್ನು ಪೂರ್ಣ ರೂಪೇಣ ಹುಡುಕಲಾಗುವಂತೆ ಪ್ರಯತ್ನಿಸಬೇಕು. ಜೊತೆಗೆ ಯಾವ ಶಿಕ್ಷಣ ಸಂಬಂಧಿತ ಲಕ್ಷ್ಯ ಮತ್ತು ಉದೇಶಗಳನ್ನು ಪ್ರಸ್ತುತಗೊಳಿಸಲಾಗಿವೆಯೋ ಅವುಗಳೊಡನೆ ಇದರ ಯಾವ ಸಂಘರ್ಷವೂ ಉಂಟಾಗಬಾರದು. ಆದಾಗ್ಯೂ ತಮ್ಮ ಅನುಭವಗಳನ್ನು ನಿಧಾನವಾಗಿ ಆಲೋಚಿಸಬೇಕು. ಅವುಗಳ ಅವಲೋಕನೆಯಲ್ಲಿ ರಾಜ್ಯಗಳಿಗೆ ಬುನಿಯಾದಿ ಶಾಲೆಗಳ ಅವರ ಮತ್ತು ಪ್ರವರ ತರಗತಿಗಳಲ್ಲಿ ಉತ್ಪಾದನೆಯ ಒಂದು ಹೊಸ ಅವಧಾನವು ನಿರ್ಧರಿತವಾಗುವುದು.

೪. ಯಾವ ಮೂಲತಯಾರಿಕೆಯನ್ನು ಶಾಲಾ ಕಾರ್ಯಗಳಲ್ಲಿ ಸೇರಿಸಬೇಕಾಗಿದೆಯೋ ಅವನ್ನು ಆರಿಸುವಾಗ ನಮ್ಮ ದೃಷ್ಟಿಕೋನವು ಔದಾರ್ಯಭರಿತವಾಗಿರಬೇಕು. ಮತ್ತು ಯಾವುಗಳು ಬೌದ್ಧಿಕ ಗುಣದ ದೃಷ್ಟಿಯಿಂದ ಮಹತ್ವ ಪೂರ್ಣದ್ದಾಗಿವೆಯೋ, ಯಾವುದರಲ್ಲಿ ಜ್ಞಾನದ ಉತ್ತರೋತ್ತರ ವೃದ್ಧಿ ಮತ್ತು ವ್ಯವಹಾರಿಕ ಕುಶಲತೆಯು ಮೂಡುವುದೋ ಅಂತಹ ಕೈಗಾರಿಕೆಗಳನ್ನು ಹುಡುಕಬೇಕು. ಮೂಲ ಕೈಗಾರಿಕೆಯುಳ್ಳ ಶಾಲೆಯ ಪ್ರಾಕೃತಿಕ ಮತ್ತು ಸಾಮಾಜಿಕ ವಾತಾವರಣದಲ್ಲಿ ಸರಿಹೊಂದುವಂತೆ ಮತ್ತು ಯಾವುದರಲ್ಲಿ ಹೆಚ್ಚು ಶಿಕ್ಷಣ ಸಂಭಾವನೆಗಳು ಕೂಡಿರುತ್ತವೆಯೋ ಅಂತಹವುಗಳಾಗಿರಬೇಕು. ಕೆಲವರ

CC-0. Bhagavad Ramanuja National Research Institute, Melukote Collection.

Funding: Tattva Heritage Foundation,Kolkata. Digitization: eGangotri.

ಮನಸ್ಸಿನಲ್ಲಿ ಶಾಲೆಯಲ್ಲಿ ನೂಲುವುದು ಅಥವಾ ಅಂತಹ ಯಾವುದಾದರೊಂದು ಕೈಗಾರಿಕೆ ಇದ್ದರೆ ಅದೇ ಮೂಲ ಶಿಕ್ಷಣ ಶಾಲೆ ಎಂಬ ತಪ್ಪು ತಿಳಿವಳಿಕೆ ಮೂಡಿದೆ. ಇದು ಮೂಲಶಿಕ್ಷಣದ ಸಂಕಲ್ಪದ ಬಗ್ಗೆ ಬಹಳ ಹೆಚ್ಚಿನ ಅನ್ಯಾಯವನ್ನು ಮಾಡುವುದೇ ಆಗಿದೆ.

೫. ಯಾವ ಶಿಕ್ಷಣವು ಯಾವುದಾದರೂ ಒಳ್ಳೆಯ ಯೋಜನೆಯಲ್ಲಿ ಬೆಳೆಯುವುದು ಅವಶ್ಯಕವೋ ಅದು ಮೂಲಶಿಕ್ಷಣದಲ್ಲಿ ಜ್ಞಾನ ಸಂಬಂಧಿತ ಕಾರ್ಯಕಲಾಪ, ವ್ಯವಹಾರಿಕ ಅನುಭವ ಹಾಗೂ ಪ್ರೇರಣೆಯೊಂದಿಗೆ ಆಗುವುದು ಅವಶ್ಯಕವಾಗಿದೆ. ಈ ಉದ್ದೇಶಕ್ಕಾಗಿ ಪಠ್ಯ ಕ್ರಮದ ಅಧ್ಯಯನದ ಸಂಬಂಧವಾಗಿ ಬಹಳ ಬುದ್ಧಿ ವಂತಿಕೆಯಿಂದ ಮೂರು ಮುಖ್ಯ ಮಿಲನ ಕೇಂದ್ರಗ ಳೊಂದಿಗೆ ಯಾವುದಾದರೊಂದರ ಸುತ್ತಲೂ ಸೇರುವಂತೆ ಮಾಡಬೇಕು. ಆದ್ದರಿಂದ ಒಂದುವೇಳೆ ಅವರ ಬುನಾದಿ ಶಿಕ್ಷಣದ ಅವಸ್ಥೆಯಲ್ಲಿ ಹೀಗೆ ಮಾಡಲಾಗದಿದ್ದರೆ ಆಗ ಅದರಲ್ಲಿ ಅವಶ್ಯಕ ಯೋಗ್ಯತೆಯ ಅಭಾವವು ಅತಿಯಾಗಿದೆ ಅಥವಾ ಮತ್ತೆ ಪಠ್ಯಕ್ರಮದಲ್ಲಿ ವಯೋಮಿತಿಗೆ ತಕ್ಕಂತೆ ಹೆಚ್ಚಿನ ಮಹತ್ವವನ್ನು ಕೊಟ್ಟಿಲ್ಲವೆಂದು ಪರಿಗಣಿಸಬೇಕು. ಆದರೆ ಪಠ್ಯಕ್ರಮದಲ್ಲಿ ಮೇಲ್ಕಂಡ ಮೂರು ಸಮನ್ವಯ ಕೇಂದ್ರಗಳಿಂದಲೂ ಸಹಪಾಠ ಮಾಡದಿರಬಹುದಾದ ವಿಷಯಗಳೂ ಇವೆ ಎಂಬುದನ್ನು ಮರೆಯಬಾರದು. ಇಂತಹ ಸ್ಥಿತಿಯಲ್ಲಿ ಬರುವ ಪ್ರಸಂಗಗಳು ಅತಿ ಕಡಿಮೆ. ಯಾವ ಒಂದು ಶಾಲೆಯಲ್ಲೂ ಮಾನ್ಯವಾದ ಅಧ್ಯಯನ ವಿಧಿಗೆ ಅನುಸಾರವಾಗಿ ಈ ವಿಷಯಗಳನ್ನು ಕಲಿಸುವು ದರಲ್ಲಿ ಯಾವ ಆತಂಕವೂ ಇರಬಾರದು. ಅಂದರೆ ಇಂತಹ ಪಾಠಗಳ ಸಂಬಂಧದಲ್ಲೂ ಅಭಿರುಚಿ ಮತ್ತು ಪ್ರೇರಿತ ಸೈದ್ಧಾಂತಿಕ ಕಾರ್ಯಗಳನ್ನು ಪ್ರಯೋಗಿಸ ಬೇಕು. ಏನೇ ಆಗಿರಲಿ, ಇವು ಅನೇಕ ಶಾಲೆಗಳಲ್ಲಿ ಸಹ-ಸಂಬಂಧದ ಹೆಸರಿನಲ್ಲಿ ವಿಷಯಗಳೊಂದಿಗೆ ಬಲ ಪೂರ್ವಕ ಹಾಗೂ ಯಾಂತ್ರಿಕ ಸಹಚರ್ಯೆಯನ್ನು ಉತ್ಪನ್ನಮಾಡುತ್ತದೆ. ಆದರಿಂದ ಬಹು ಜಾಗರೂಕತೆ ಯಿಂದ ತಪ್ಪಿಸಿಕೊಳ್ಳಲು ಪ್ರಯತ್ನಪಡಬೇಕು.

೬. ಮೂಲಶಿಕ್ಷಣ ಶಾಲೆಗಳಲ್ಲಿ ಉತ್ಪಾದನಾಕಾರ್ಯ ಮತ್ತು ಕೈಗಾರಿಕಾ ಕೆಲಸಗಳಿಗೆ ಬಲಕೊಡುವುದರ ಮುಖ್ಯ ಉದ್ದೇಶವು ಪುಸ್ತಕಗಳನ್ನೇ ಅಪೇಕ್ಷೆಮಾಡುವು ದೆಂದಲ್ಲ. ಮೂಲಶಿಕ್ಷಣ ಯೋಜನೆಯು ಈ ಸಿದ್ಧಾಂತ ವನ್ನು ಬೇರೊಂದು ರೂಪದಲ್ಲಿ ಸಮ್ಮತಿಸುತ್ತದೆ. ಜ್ಞಾನ ಮತ್ತು ಸಂಸ್ಕೃತಿಗೆ ಮಾತ್ರ ಪುಸ್ತಕವು ಮುಖ್ಯ ಸಾಧನೆ ಯಲ್ಲ. ಈ ಸನ್ನಿವೇಶದಲ್ಲಿ ವಿದ್ಯಾ ಸಂಗ್ರಹಣೆ ಮತ್ತು ವ್ಯಕ್ತಿ-ವಿಕಾಸ ಎರಡರಲ್ಲೂ ಸಂಘಟಿತ ಉತ್ಪಾದನ ಕಾರ್ಯವು ಅನೇಕ ರೀತಿಯಿಂದ ಎಷ್ಟೋ ಹೆಚ್ಚು ಲಾಭ ವನ್ನು ಕೊಡಬಲ್ಲುದಾಗಿದೆ. ಆದರೆ ಮೇಲ್ಕಂಡ ಕಾನೂನು ರೀತ್ಯ ಜ್ಞಾನ ಮತ್ತು ಆನಂದ ಪ್ರವಾಹದ ರೂಪದಲ್ಲಿ ಪುಸ್ತಕದ ಹಿರಿಮೆಯನ್ನು ಕಡೆಗಣಿಸಲಾಗದು. ಒಂದು ಒಳ್ಳೆಯ ಪುಸ್ತಕಾಲಯವು ಇತರ ಶಾಲೆಗಳಿಗೆ ಎಷ್ಟು ಆವಶ್ಯಕವೋ ಮೂಲಶಿಕ್ಷಣ ಶಾಲೆಗೂ ಅಷ್ಟೇ ಅವಶ್ಯಕ ವಾಗಿದೆ.

೭. ಶಾಲೆ ಮತ್ತು ಸಮುದಾಯದೊಂದಿಗೆ ಆಳವಾದ ಸಂಬಂಧವಿರುವ ಅಂದರೆ ಶಿಕ್ಷಣ ಮತ್ತು ಜೊತೆಯಲ್ಲೇ ಮಕ್ಕಳಲ್ಲಿ ಸಮಾಜ ಪ್ರೇಮ ಮತ್ತು ಸಹಯೋಗವು ವೃದ್ಧಿಸುವ ಒಂದು ಹಾದಿಯಲ್ಲಿ ಮೂಲಶಿಕ್ಷಣ ಯೋಜ ನೆಯು ಮುನ್ನುಗ್ಗುತ್ತಿದೆ. ಈ ಕಾರ್ಯವು ಎರಡು ರೀತಿಯಲ್ಲಿ ಸಾಧಿತವಾಗುವುದು. ಮೊದಲನೆಯದು ಸ್ವತಃ ಶಾಲೆಯನ್ನು ಒಂದು ಜೀವಿತ ಮತ್ತು ಕ್ರಿಯಾಶೀಲ ಸಮುದಾಯರೂಪದಲ್ಲಿ ನಿರ್ಮಿಸುವುದು, ಅದರಲ್ಲಿ ಸಾಮಾಜಿಕ, ಸಾಂಸ್ಕೃತಿಕ ಮತ್ತು ಇತರ ಕಾರ್ಯಕ್ರಮ ಗಳು ತುಂಬಿರಬೇಕು. ಎರಡನೆಯದಾಗಿ ವಿದ್ಯಾರ್ಥಿ ಗಳಿಗೆ ಶಾಲೆಯ ನಾಲ್ಕೂ ಕಡೆಯ ಜೀವನದಲ್ಲಿ ಭಾಗವಹಿ ಸುವ ಮತ್ತು ಸ್ಥಾನೀಯ ಸಮುದಾಯದಲ್ಲಿ ಕೂಡಿ ವಿವಿಧ ಸಮಾಜ ಸೇವೆಗಳ ಸಂಘಟನ ಕಾರ್ಯಗಳಲ್ಲಿ ಪ್ರೋತ್ಸಾಹಿ ಸುವುದರ ಮೂಲಕ. ಮೂಲಶಿಕ್ಷಣದ ಮತ್ತೊಂದು ವಿಶೇಷತೆ ಎಂದರೆ ಜವಾಬ್ದಾರಿ ಮತ್ತು ಲೋಕ ತಂತ್ರ ಜೀವನದ ಕಲಿಯುವಿಕೆಯ ಒಂದು ನಿರಂತರ ಕಾರ್ಯ ಕ್ರಮವಾಗಿರುವ ವಿದ್ಯಾರ್ಥಿ-ಸ್ವಶಾಸನ. ಈ ರೀತಿ ಮೂಲ ಶಿಕ್ಷಣ ಶಾಲೆಯು ಕೇವಲ ಆರ್ಥ ನಿರ್ಭರತೆ, ಸಹಯೋಗ ಮತ್ತು ಶ್ರಮೆಯ ಮಹತ್ವದ ಕಡೆ ಪ್ರೇಮ, ಆದರ ಮೊದಲಾದ ಗುಣಗಳ ವಿಕಾಸಕ್ಕೆ ಅವಕಾಶ ಮಾಡುವು ದಲ್ಲದೆ ಒಂದು ಗತಿಶೀಲ ಸಾಮಾಜಿಕ ವ್ಯವಸ್ಥೆಯ ನಿರ್ಮಾಣದಲ್ಲಿ ಪ್ರಮುಖ ಸಾಧನೆಯೂ ಎನಿಸಿದೆ.

೮. ಮೂಲಶಿಕ್ಷಣವು ಪೃಥಕರೂಪದಲ್ಲಿ ಕೇವಲ ಗ್ರಾಮಗಳಿಗೆ ಮಾತ್ರವೆಂದೇ ಗಣಿಸಬೇಕಾಗಿಲ್ಲ. ಇದಕ್ಕೆ ಪೌರಕ್ಷೇತ್ರಗಳಲ್ಲೂ ಸ್ಥಾನ ಕೊಡಬೇಕು. ಇದರಲ್ಲಿ ತಿಳಿಸಿರುವ ಉಪಯೋಗಗಳ ಕಾರಣದಿಂದ ಮತ್ತು ಇದು ಕೇವಲ ಹಳ್ಳಿಯ ಮಕ್ಕಳಿಗೇ ಕೊಡಬಹುದಾದ ಕೀಳು ವಿದ್ಯೆ ಎಂಬ ಭಾವನೆಯನ್ನು ಹೋಗಲಾಡಿಸಲು ಪಟ್ಟಣ ಗಳಲ್ಲಿಯೂ ಮೂಲಶಿಕ್ಷಣವನ್ನು ರೂಢಿಗೆ ತರಬೇಕು. ಈ ಉದ್ದೇಶದಿಂದ ಪಟ್ಟಣದ ಶಾಲೆಗಳಲ್ಲಿ ಮೂಲ ಕೈಗಾರಿಕೆಗಳ ಬಗ್ಗೆ ಅವಶ್ಯಕವಾದ ಬದಲಾವಣೆಗಳನ್ನೂ ಉಂಟುಮಾಡಬೇಕು. ಆದರೂ ಮೂಲಶಿಕ್ಷಣದ ಸಾಮಾನ್ಯ ಆದರ್ಶ ಮತ್ತು ಅದರ ವ್ಯಾಸಂಗ ವಿಧಿಯು ಹಾಗೆಯೇ ಇರಬೇಕು.

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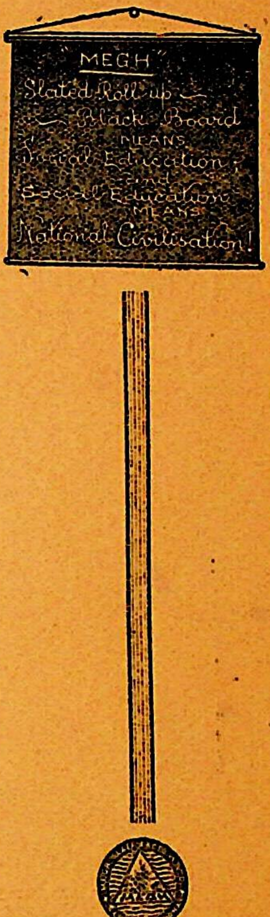

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